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JUNIOR COLLEGE JOURNAL

OCTOBER 1934

Vol. V

No. 1

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THE JUNIOR COLLEGE JOURNAL

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What
Teachers and Administrators
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1 1 1

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by M. E. BENNETT

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With the editorial coöperation of

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THE JUNIOR COLLEGE JOURNAL

UNDER JOINT EDITORIAL AUSPICES OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES AND THE SCHOOL OF EDUCATION OF STANFORD UNIVERSITY. . . . MEMBER THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. V

OCTOBER 1934

No. 1

The New Deal and the Junior College

[EDITORIAL]

The ultimate objective of the New Deal, as we understand it, is to improve conditions in the home. This situation can be improved perceptibly only as the mature members of the household are satisfactorily engaged in some type of activity.

What advantages, educationally, are we offering that vast group, the adult population? Our colleges, universities, and technical institutions are, through their classrooms and extension courses, providing training to hundreds of thousands of our more mature citizens; but what a small percentage that is of this particular group—numbered by the tens of millions—who need, desire, and should have more training than they are able, at present, to obtain.

We believe that a partial solution of the education of our mature population lies within the natural province of the junior college, which seems to be peculiarly adapted to this type of service. (a) Junior colleges normally deal with the training of the more mature minds in our communities; (b) practically all junior colleges offer opportunities for a general and liberal education in the fields of the natural sciences, social sciences, humani-

ties, and the fine arts; (c) they are influenced very little by tradition, consequently they should be sufficiently flexible to adjust their programs to meet the demands and needs of almost any group.

More than five hundred communities in the United States feel directly the influence of a junior college. Approximately 50 per cent of these are essentially local institutions, supported largely both financially and with student body from the immediate vicinity in which the college is situated. The remaining junior colleges certainly receive sufficient material and moral support from their local constituency to justify more consideration than many of our colleges are giving. We should be very much concerned in giving special attention to what is usually termed the non-preparatory services of the junior colleges. Every conceivable aspect of these services should be studied and each institution should judge what type of service it can most effectively render.

The junior college, like most youth, chafes somewhat under the too solicitous attitude of its paternal adviser, the senior college. The guidance of the senior educational institution has been helpful, neces-

sary, and deeply appreciated by students of the junior college movement. Many leaders in the junior college field, however, feel that the opportunities of the junior college will be materially curtailed if the senior colleges and universities do not soon take a more liberal attitude in recognition of courses offered by accredited junior colleges.

The junior college today occupies the same relative position to the senior college and the professional schools that the high school did a few decades ago. We believe the senior institutions have been sincere in planning for the welfare of junior college students. But times and conditions have changed—they are even now changing rapidly. What was recognized as radical yesterday is conservative today and may be passé tomorrow. Why should not our senior institutions allow the junior colleges the privilege of working out their curricula on a basis comparable to those of the high schools, requiring only such tool subjects as are necessary to continue professional training or specialization and a reasonable number of hours of limited electives, leaving an appreciable number of hours for the completion-type courses?

We would recommend that, for the present, non-preparatory courses be accredited by the senior institutions as (a) elective courses preparatory for professional and specialized training and (b) when given by junior colleges which have demonstrated their status by maintaining membership in some regional accrediting agency for a reasonable period of time, to give evidence that the work was given on a substantial collegiate basis.

A more liberal acceptance of the transfer of junior college courses will greatly facilitate the opportunities of the junior colleges in meeting the needs of their constituency.

There are several problems the junior colleges must attack constructively if they expect to fully justify their existence. And, with the further encouragement and assistance of our senior institutions, we believe the junior colleges will neither betray the confidence in them nor shirk their responsibility. Some of our junior colleges are today meeting these problems quite successfully—many others need encouragement.

1. The student who spends but one to two years in college is deserving of more thought in formulating our curricula than he generally receives. When we realize that this type of student represents a majority of the young men and young women enrolled in most junior colleges, and that this represents the completion of their formal training, we face a grave responsibility.

2. There is a definite need to reorganize the junior college curricula to provide for civic leadership and worth-while leisure training for all students.

3. One of the most vital problems and one offering the greatest opportunities for real service that confronts the junior college today is the challenge of a workable program for adult education. The most valuable suggestion the writer can give is to urge the reader to turn to the March issue of the *Junior College Journal* and read again that challenging editorial by Dr. George F. Zook on Junior Colleges and Adult Education.

E. Q. BROTHERS

The Junior College in Kansas, 1919-1934

E. F. ENGEL*

With fifteen years of junior college history in Kansas behind us and with impending, more or less ominous educational prospects before us, this would seem to be an appropriate time to review and interpret the events and factors which have marked the progress of this new and commanding educational movement in this state.

CONDITIONS OF ESTABLISHMENT

The law authorizing the establishment of what later came to be called junior colleges was passed by the Kansas legislature in 1917 and reads as follows:

The board of education of any city of the first or second class and the board of trustees of any county high school may provide for an extension of the high-school course of study by establishing for high-school graduates a two-year course in advance of the course prescribed for accredited high schools by the State Board of Education.

The law then prescribes the legal procedure for establishing such an extension of the high-school course of study, directs the State Board of Education to make out the course of study "which shall be approximately equivalent to the course of study in the first and second years of accredited colleges," and authorizes the levying of a tax not to exceed two mills on the dollar of the

assessed valuation of the city and not to exceed one-tenth of a mill on the dollar of the assessed valuation of the county.

It will be noted that the law does not make use of the term "junior college" for this educational innovation and more than one interpretation of its intent and purpose is possible. For example it is not made clear whether the two years extension was to be a separate curricular unit or whether it was to be a post-graduate high-school course within the already existing high-school organization. The law probably contemplated the latter plan, but the subsequent development of the junior college movement in this country made the two-year course an exogenous rather than an endogenous educational growth and the law apparently is flexible enough to cover it. What the law does not do is to define the justifiable conditions under which such an extension of a high-school course of study could be established, such as proper housing, minimum budget, minimum number of students to be enrolled, qualifications of teachers, with the result that there was a free-for-all race in which civic pride or civic rivalry played no small part.

There are in Kansas 105 counties, eleven cities of the first class and seventy-seven cities of the second class, each one of which, if the majority of the people voted for it, could have a junior college. And if this were not enough, private jun-

* Professor of German and chairman Junior College Committee, University of Kansas, Lawrence, Kansas.

ior colleges could be planted wherever there was promise of sufficient soil with some rain and sunshine. Six of the first-class cities and nine of the second-class already had four-year colleges so that their educational ambitions were already satisfied. As for the rest it soon became evident that the junior college was making its appeal as inquiries began to be made at the University concerning credits that would be allowed for work done in these junior colleges. Fortunately the University, as the responsible accrediting agency for these colleges in the state, had foreseen its new responsibility and had appointed a Junior College Committee which worked out and formulated a set of standards to be met by junior colleges in the state before they could be accredited. The curriculum outlined in these standards in accordance with the provisions of the law consists of a restricted freshman-sophomore college curriculum, which met the approval of the leaders in the movement and with which all junior colleges in the state have started out.

As chairman of our Junior College Committee during the past fifteen years it has been my privilege to observe at close range the beginnings and the almost phenomenal rise of the junior college movement in Kansas and to become officially and personally acquainted with its leaders who have worked unitedly and intelligently on the many problems that have confronted them. There has been very little change in the group of junior college administrators in the state during these years and there has been a remarkable permanency in faculty personnel of the different

junior colleges which are evidences of increasing stability and of continued interest and confidence in the work that is being done.

NUMBER OF INSTITUTIONS

There are now fourteen accredited junior colleges operating in the state, ten public and four private. The ten public junior colleges were all organized and accredited between the years 1919 and 1929 in the following order: Fort Scott, Garden City, Arkansas City, Coffeyville, Iola, Kansas City, Parsons, Independence, El Dorado, and Hutchinson. The four private junior colleges are: Central College at McPherson, Highland College at Highland, Paola College at Paola, and St. John's College at Winfield. Two private junior colleges, namely, St. Joseph's at Hays, a boys' Catholic school, and Sacred Heart College at Wichita, a girls' Catholic school, are now working to meet requirements to be fully accredited. Two private junior colleges, namely St. Mary at Leavenworth and Mt. St. Scholastica at Atchison, both girls' Catholic schools which were formerly junior colleges, have expanded into four-year colleges.

Whether the distribution of our public junior colleges with reference to the educational needs of given areas or the state as a whole is a wise and efficient one is a debatable question.¹ In one county, for example, we have two junior colleges. In 1932-33 one of these had an enrollment of 398 and the other 329 with an average enrollment in all ten public junior col-

¹ Cf. Professor F. P. O'Brien's article, "Development of Junior Colleges in Kansas," *Junior College Journal* (November 1931), II, 78-86.

leges of 360. And whether more public junior colleges will be organized in the near future will depend on whether they will continue to be maintained as separate and distinct educational units or whether they become merged into an extension of our secondary-school system. A number of our second-class cities are watching developments and some are already considering the possibilities of adding these extra years to their city school program.

ENROLLMENT

For ten years the writer has been able through the co-operation of the heads of our junior colleges to make out an annual statistical record of total and classified enrollments in these colleges, and as an index of the steady growth they have been making the total enrollment figures are given in Table I.

TABLE I
ENROLLMENT IN KANSAS JUNIOR COLLEGES, 1923-24 TO 1933-34

Year	Public Institutions		Private Institutions	
	Number	Enrollment	Number	Enrollment
1923-24	7	447	2	103
1924-25	7	705	3	163
1925-26	8	1,141	5	276
1926-27	8	1,196	6	316
1927-28	9	1,279	6	328
1928-29	10	1,680	6	346
1929-30	10	1,747	6	328
1930-31	10	2,117	6	336
1931-32	10	2,918	5	258
1932-33	10	3,597	4	264
1933-34	10	2,940	4	224

Included in these enrollments are the students from outside the local districts ranging in number for the ten public junior colleges from 312 in 1928-29 to 989 in 1932-33, or an average of 624, which is 26 per cent

of the total average enrollment for the same years.

The total number of students graduating from the ten public junior colleges in the last five years was 1,803 and the number of those who entered four-year colleges was 654 or 36 per cent. The corresponding figures for the private junior colleges were 448 and 144 or 30 per cent.

SCHOLARSHIP RECORDS

All the data thus far given are of a quantitative nature. In order to arrive at the qualitative value of the junior college product the writer has for five years made an annual study of the scholarship records made by junior college graduates who have attended the University of Kansas. In calculating the scholarship index for these students the same weights of grades as those used for all students of the University (A = 3, B = 2, C = 1, D = 0, F = -1) have been used.

In 1927-28 there were 84 first-year junior college students whose average index was 1.20. The index for our college juniors in the same year was 1.47.

In 1928-29 there were 53 second-year junior college students whose index was 1.43 while that of our college seniors was 1.64. In the same year there were 117 first-year junior college students here whose index was 1.30 while that of our college juniors was 1.48.

In 1929-30, 69 of the 117 first-year junior college students the previous year returned and made an average index of 1.42 while that of our own college seniors was 1.69. The same year there were 113 first-year junior college stu-

dents here whose index was 1.17 while that of our college juniors was 1.46.

In 1930-31, 80 junior college students returned for their second year and made an average index of 1.35 while that of our college seniors was 1.74. The same year there were 115 first-year junior college students here whose index was 1.11 while that of our college juniors was 1.38.

In 1931-32, 78 junior college students returned for their second year and made an average index of 1.36 while that of our college seniors was 1.76. The same year there were 114 first-year junior college students here whose index was 1.16 while that of our college juniors was 1.48.

PHI BETA KAPPA

Another record has been made of the proportion of junior college students who have been elected to Phi Beta Kappa. Results are summarized in Table II. The proportion elected to Phi Beta Kappa has been much greater each year than the proportion of junior college transfers in the senior class; for the four-year period as a whole it has been more than twice as great.

PROBLEMS OF THE FUTURE

Up to the present school year the curve of junior colleges in Kansas with respect to enrollment, number of graduates, the number of graduates going to four-year colleges, and the offering in the curricula has been a constantly rising one. In five years the enrollment in the ten public junior colleges had more than doubled with little or no increase in the number of teachers or in the laboratory and library facilities. The situation was becoming critical and all those interested in the progress and standards of the junior college were anxiously asking what could be done to relieve the situation. In order to get a background of opinion from those who were in the midst of the struggle and who were the responsible leaders, in March 1933 a questionnaire was sent to the deans of the ten public junior colleges in the state, which consisted of the following questions:

1. Have any recent changes taken place in junior college problems? If so, what are they?
2. What is the present trend in junior college organization, and why?

TABLE II

PROPORTION OF JUNIOR COLLEGE TRANSFERS AT UNIVERSITY OF KANSAS ELECTED TO MEMBERSHIP IN PHI BETA KAPPA

Year	Total Number in Senior Class	Junior College Transfers in Senior Class	Total Elected to Phi Beta Kappa	Junior College Trans- fers to Phi Beta Kappa	Junior College Transfers	
					Percentage in Class	Percentage in Phi Beta Kappa
1929-30	563	69	40	16	12.3	40.0
1930-31	578	80	42	11	13.8	26.2
1931-32	567	78	41	8	13.8	19.5
1932-33	548	75*	34	10	13.7	29.4
Four years	2,256	302	157	45	13.4	28.7

* Approximately.

3. Do you favor a six-four-four plan or any other departure from your present one? What effect would such a change in plan have on the standards for teachers and the quality of teaching in the last four-year unit?
4. Is there any change in the proportion of your increased number of students who expect to attend four-year colleges?
5. Would you suggest any changes to be made in the present standards to be met by accredited junior colleges?
6. What effect is the increased junior college enrollment having upon the teaching load and efficiency of your teachers?
7. What effect are present economic conditions having upon the attitude of your community toward your junior college? Comment upon its present attitude.

OPINIONS OF DEANS

An answer to this questionnaire was received from every one of the ten deans whose valuable experience, independent judgment, and educational outlook are revealed in their carefully stated replies. Unfortunately, space will not permit giving these replies in full. An attempt will be made to summarize them so as to convey their real significance.

In answer to the first question there is unanimous agreement on the difficulty of dealing with the phenomenal increase in enrollments in the face of serious reduction in funds with which to buy additional apparatus and employ more teachers. One dean adds: "The depression is making it very difficult for us to support worthy and seemingly necessary extracurricular activi-

ties." Another adds the problem of "greater adaptation to the community and an attitude of keeping within the secondary sphere instead of usurping the functions of the University." Another says: "We are not bothered with student attitudes, standards of work, interference of a larger high-school unit, maintenance of accredited relations with other colleges, or similar problems. The thing we have to settle now is the proper method of support."

The answers to questions two and three which to some extent overlap each other are as divergent as they are interesting. Most of the deans agree that there is at present no definite trend toward a change in junior college organization. One dean writes: "I think the junior colleges are marking time at present, watching each other and waiting to see which way to go." If and when a change in organization does come five deans are in favor of a six-four-four plan, several of them qualifying their statements. Two are in favor of a six-three-five plan and three are in favor of retaining the present two-year organization of the junior college. One dean who favors the status quo writes: "Unless the matter were carefully watched, I feel that the six-four-four plan would tend to pull down the standards and quality of work for both teachers and students in the junior college division. Except for multiplicity of educational units I would much prefer the five-three-three-three plan. I am skeptical about high-school juniors being of an age and mental caliber to successfully handle college work. I do think that high-school seniors could do it." Another dean expresses the

same fear that an extension downward of the present two-year organization would result in the lowering of the standards of teaching and adds: "With the present trend of preparation on the part of the teachers there seems to be no good reason why even the efficiency of the present junior college level of teaching cannot be raised. One could fill most of the teaching positions with teachers with Doctor's degrees as economically now as one could with those who have only a Master's degree."

On the other hand those in favor of a six-four-four plan argue that it would raise the standard of teaching. One dean writes: "We are working in this direction. It would tend to raise the standards for teachers and possibly the quality of teaching." Another says: "I still favor the six-four-four plan, but not until we could require about the same standard for teachers we now hold in the two-year junior college." Another believes: "It would stimulate our teachers to secure advanced training, as a Master's degree would undoubtedly be required." Still another writes: "We favor the six-four-four plan if such a change were practicable. It would be necessary for a number of schools to make the change at the same time if inter-school activities were to be continued."

One of the deans who favors the six-three-five plan thinks it is the better plan for "a community in which the junior high school is well established. The five years in this plan would include the senior high school and the junior college unit and this would further be subdivided into three and two. I do not favor the six-four-four plan at all,

and can find little justification for it in my thinking in any form of organization. The middle four years would develop more or less into a junior high school and would keep the students a year longer than they should remain in this type of organization."

In answer to question four, all but two or three report a decrease in the percentage of students who expect to attend a four-year college without interruption. One dean estimates the decrease at 10 per cent. Others believe that the actual number who will go on with their education will be greater though in many cases there will be delays on account of lack of funds. One dean writes that there are a great many students taking certain special courses or a year or two of college work just because jobs are not to be had.

In the answers to question five there is no insistent demand for a change. A number of the deans speak of the emergency which is putting an excessive teaching load on their teachers. One dean writes: "Everywhere junior college classes are increasing markedly in size and more teaching hours are required until it is not uncommon to find a teacher with more than twenty hours of teaching and student hour loads of 700 or more." The general sentiment seems to be that the formulated standards should not be lowered even though temporarily they are not able to live up to them. One dean suggests, "that the junior colleges be left entirely free to work out their own problem as to teachers' loads. In other respects I think present standards should be maintained or even raised. I do not believe this is

the time to permit careless or slipshod work in our junior colleges."

Question six has in part been answered under five. As to the efficiency of the teaching, all of the deans recognize the danger of excessive teaching loads. Among the statements on this subject are these: "We have no evidence to indicate that teaching efficiency has suffered, although we have been afraid that it might."—"Teachers are handling the better students more efficiently than before, but they are not doing so much for the weak student."—"We are fortunate that many of our teachers have made a special effort through summer school and leaves of absence to take more work and become better prepared."—"We hope there has been no decrease in the efficiency of teaching but there is a limit beyond which teachers cannot work efficiently."

In the face of ominous rumors that the junior colleges in some cities might be abandoned because of insufficient revenues the replies to question seven were indeed reassuring. Without a single exception continued and even increased support of the junior college by the community was reported. A few of the statements follow: "While there is a strong demand for tax reduction every suggestion or hint to abolish the college is meeting stronger opposition."—"For some reason or another, the junior college is about the only school in the city that is escaping criticism."—"It seems to me that the junior college is more firmly grounded and better recognized in the community than at any other time in its history."—"The present economic condition is making our junior college

more necessary than ever. While it is an added burden from the standpoint of taxation I believe that our community is more interested in it than it has ever been before."—"The attitude here has always been good but it is better now than at any previous time."—"I believe that if the proposition of eliminating the junior college were submitted to a vote of the residents that a majority would favor its retention."

It is, therefore, quite evident that the people in these ten cities believe in their public junior colleges and it is fair to say that this favorable attitude is in large part due to the confidence they have in the men who are in charge of them. Some of the acute problems of two years ago were relieved somewhat last year by a general decrease in enrollment of approximately 17 per cent. The problem of permanently fitting the junior college into our educational system still remains, however, and the junior colleges in Kansas in the next fifteen years, as they have in the past, will make their contributions to the solution of this problem.

NEW MEXICO PRESIDENT

Donald W. MacKay, state rural school supervisor of New Mexico, has been elected president of the Eastern New Mexico Junior College. Floyd D. Golden, since 1928 superintendent of the Portales public schools, has been appointed dean.

KANSAS CITY FIRE

The main building of the Kansas City Junior College, Kansas City, Kansas, was destroyed by fire on March 28, 1934.

What May Be Expected of the Junior College?

NICHOLAS RICCIARDI*

We face every day the necessity of solving problems. In fact, all of life is problem solving; and the most difficult one, as well as the most important problem to solve, is that of knowing where to go from where we are.

To know where to go from where we are, education is essential. Clearly realizing that fact, a business man not many weeks ago advised a young man who had saved a thousand dollars to invest his money in junior college education.

Would you say that the young man was given sound advice? What may he expect to get in junior college?

To put it quite briefly, he may expect to complete the kind of education that will enable him to get genuine satisfaction out of life. After all, genuine satisfaction is what every person wants. In the last analysis, how do we get genuine satisfaction? By doing things we have to do, well enough to give us a sense of achievement—a feeling that we are making progress. What are some of the things we have to do well enough to get genuine satisfaction out of living?

First of all, we have to make conditions more stable than they now are. A great deal is being said about stabilizing the dollar. Emphasis is being placed on managed currency as the practical and sound way of

stabilizing the dollar. By managed currency is meant a currency controlled so that the purchasing power of the dollar or of any unit of it will be the same or approximately the same year in and year out. The dollar under such controlled conditions is designated as the commodity dollar, and is one which does not stretch or contract the purchasing power. It is a stable dollar; but there are those who maintain that the gold, and not the commodity dollar, is the stable dollar. The advocates of the commodity dollar, however, maintain that the gold dollar is not a stable dollar because for a period of seven years, between 1913 and 1920, the gold dollar fell in purchasing power from a hundred cents to forty-one cents.

The need for stabilizing the purchasing power of the dollar should be made clear to the junior college student. It should be included in his program of education so that he can cope with the problem in ways that will be of benefit to him, and of advantage to society. The junior college student, therefore, should pursue courses in commerce, in economics, and in social sciences. Through such studies the student should learn that without the stabilization of the purchasing power of the dollar, without sound money, conditions become chaotic; the whole social and economic structure is undermined, and the well-being of every

* President, San Bernardino Valley Junior College, San Bernardino, California. A radio address given April 5, 1934.

person is affected. A striking example is the case of the carpenter in the city of Vienna, who before the war had three thousand gold crowns representing the savings of a lifetime. After the war, because of inflation and unmanaged currency, the carpenter was given for his three thousand gold crowns, three thousand paper crowns, which were the equivalent of only three days of labor. Unsound money is demoralizing, and the only way to prevent such demoralization is through stabilization of purchasing power. As yet we have no such stabilization. One of the vital responsibilities of the junior college, therefore, is to produce individuals who can deal intelligently with the very important problem of establishing conditions that will assure sound money.

Junior college education should include, also, courses that develop in the student the abilities which stabilize the home. There are influences at work which are disrupting the home. The number of divorces, for instance, is increasing. The average for our nation is one divorce for every six marriages. The highest rate is in the Pacific Coast states. In addition, the birth-rate is decreasing.

Today we see, also, the need for stabilizing our government. There are at present about 750,000 elective offices; and yet public interest in voting is tending to decrease. The total tax bill, federal, state, and local, is ten billions of dollars, an amount equal to one-fourth of our national income—perhaps even more than one-fourth at present. That means that at least one dollar out of every four of our national income goes for taxes. It is esti-

mated that our national debt will amount to thirty billions of dollars by June 30, 1935. The need for stabilizing governmental activities is, indeed, very urgent. What is the junior college student going to do about it? What part is he going to play? His program of education should be such as to make him when an adult an intelligent participant, and not a spectator standing bewildered on the side lines.

And now we may ask: How much stability is there in business, in industry, in agriculture? Here, again, we find instability. How well informed should the junior college student be concerning the instability which today characterizes our monetary system, our homes, government, business, industry, agriculture—in short, practically every walk of life?

In the light of the instability which does characterize the life of today, it is imperative that the junior college make available a program of education that will produce persons with the ability to deal intelligently and effectively with the causes of instability.

It has been said that knowledge is power. If that be true, the junior college must assume the responsibility of affording every qualified person the opportunity to get the fundamental knowledge that will make him capable of helping to improve the conditions of the society of which he is a part. With sufficient financial support, the junior college can give every qualified person this vital, fundamental, general education and some specialized education for advantageous entrance to gainful employment. With such basic general education, one should develop the calm and the

self-possession that are of distinct advantage in group thinking and group action. With calm and self-possession, one is not likely to be influenced by emotional appeal to the point of acting impulsively. He is more likely to ask for the facts, to evaluate them, to interpret them scientifically, and then to take appropriate action. Such person is agreeable and reasonable; he respects the honest convictions of his fellow beings; he is guided in his activities by essential knowledge and spiritual values in making final decisions; he is thoroughly human in all his relationships; and, finally, his character is worthy of emulation.

In summary, all of this means that the junior college should provide for every qualified person a balanced program of education, including experiences in the social sciences, in English language and literature, in commerce, in the physical and the natural sciences, in mathematics, in the fine arts, in foreign languages, and in health and physical education.

If this vital social responsibility is discharged successfully by the junior college, we shall be assured persons capable of solving the important problems which we now face and capable, also, of building a better and finer civilization, thus assuring every individual the opportunity to live a life which gives genuine satisfaction and adds to the stability and perpetuity of society.

In Anderson College, it has been my theory that the best government is that which coerces the least. We give freedom to our students just as rapidly as they are ready for it.

The trouble arises from the fact that there are invariably some in the group who are not ready for it. How to deal with this minority is our problem. It is always my great concern to differentiate between a weak student and one contagiously bad. My experience has been that the student who refuses to see the dangers in certain actions and who creates an unwholesome and injurious atmosphere ought to be sent home. I am convinced that a college ought not to make student in-come a matter of keeping students who are contagiously bad. Perhaps many of us, in recent critical years in our college, have spent ourselves, our energies, and our prayers in trying to redeem some who have proved themselves unresponsive to our efforts. Colleges are different and they are individual. No two years in the same college are alike; no two days are the same. New questions and new situations are constantly arising. I have always felt that parents would not send their sons and daughters to college where all the disciplinary measures were given over to the students themselves, without some degree of administrative authority. I do not believe we can live without force, as long as there are those in the group who refuse to live by love, with a spirit of co-operation, of mutual sacrifice, of group idea.—ANNIE D. DENMARK, president, in *The Review and Expositor*, January 1934.

LEAVE OF ABSENCE

Miss Nina Solum, dean of women at Waldorf College, Iowa, has been granted a leave of absence for the current year to do graduate work at the University of Chicago.

Problems in Junior College Education

W. W. CARPENTER*

The Research Committee of the American Association of Junior Colleges¹ has compiled a list of outstanding problems of the members of the Association. This was done by submitting an inquiry form to the chief executive of each of the 513 junior colleges listed in the 1934 Junior College Directory. These executives were asked to cooperate with the committee by stating the problems which, in their opinion, most needed to be studied. Although the number of blanks returned was not large the committee feels that the compiled list will be of interest and value to the members of the Association. The committee is now calling the attention of the administrators to this list of problems in the hope that many junior colleges will wish to study one or more of these problems during the coming school year. In case a junior college selects one or more the committee requests that it be notified of this fact. The chairman of the committee would like to correspond with the administrator during the progress of the study and to receive from him at its completion a short report of the findings.

Without doubt many junior colleges are now making investiga-

* Professor of Education, University of Missouri, Columbia, Missouri; chairman, Committee on Research, American Association of Junior Colleges.

¹ See "Report of Research Committee," *Junior College Journal* (May 1934), IV, 474-78.

tions of one or more of these problems or of other problems. The Research Committee would appreciate receiving a description of any such studies now being conducted.

ARTICULATION WITH SENIOR COLLEGE

Should the senior colleges have a common requirement in the lower two years for work for the B.A., B.S., B.M., and similar degrees?

The relation of local junior colleges to the junior college division of the university.

Terminal junior college course which can be articulated with four-year college courses.

Assuming the junior college is well established and accredited by a regional accrediting agency, should senior colleges and professional schools prescribe more than tool subjects for junior college transfers?

Are universities justified in setting up super-specific prerequisites and entrance requirements?

The problem of articulating with senior college, university, and professional school when the junior college stresses general or survey courses.

FINANCE

Should the private junior college receive federal aid along with other junior colleges — municipal and state?

To what extent can a junior college be self-sustaining?

Is the two-year institution an uneconomic project due to rapid turn-

over of students, as well as to disproportionate recruiting costs?

Unfair competition in cut-throat rates and so-called scholarships.

ORGANIZATION

The relative merits of the two-year and the four-year junior college for students in grades 13 and 14.

RECORDS AND REPORTS

What are the most effective methods of reporting to parents on student progress in school?

LOCATION

In what sections of the state should junior colleges be located?

TEACHING LOAD

What is the influence of teaching load on standards of teaching?

STUDENT FAILURES

When a freshman fails in a subject for one semester what provision is made to assist such a student in graduating the next year?

Cause of failure.

What should be done as a general policy with students who fail in a large part of the first semester's work?

INDIVIDUAL DIFFERENCES

What provisions might be made for accepting superior high-school juniors in the junior college?

RECRUITING STUDENTS

Has promotional activity of junior colleges and state teachers colleges become hurtful so far as our general educational program is concerned?

What are the most advantageous

methods of presenting the advantages of the individual junior college to prospective students?

Unethical practices in recruiting students.

Can the process of recruiting students be transformed from the high-pressure salesmanship idea—almost a racket—to a dignified professional basis?

CLASS SIZE

A controlled experiment on class size.

What are the factors that should determine class size?

CURRICULUM

A study of unnecessary duplication in senior high school and junior college subject-matter.

What is the function of survey courses? What content and method best achieves these functions?

The construction of a terminal cultural curriculum.

EXTRACURRICULUM

How many social privileges shall be given junior college students?

Should the junior college faculty be drawn into extracurricular and semi-administrative responsibilities to the same extent as in the high school?

GRADUATION REQUIREMENTS

Should students who are taking terminal courses and who are not planning to continue their studies in a senior college be required to meet the same qualitative requirements as other students?

Can each junior college formulate its own requirements for graduation and at the same time enjoy unconditional accreditation from universities and four-year colleges?

GUIDANCE

An adequate guidance program for a large (or a small) junior college.

What are the best possible offerings in a freshman advisory-guidance or incidental orientation program?

SUPERVISION AND IMPROVEMENT OF INSTRUCTION

Is instructional supervision necessary in the junior college? If so, how may it be conducted most effectively?

EXTENSION

The management and promotion of extension classes and other local public services.

TEACHING METHODS

A survey of outstanding teaching at the junior college level.

Evaluation of the round-table group discussion method.

What class methods seem best designed to get students to work to the level of their ability?

Relative merits of lecture-demonstration and laboratory methods in junior college science teaching.

Teaching methods and the curriculum. As I see these two problems they are inseparable. There is a rapidly changing situation in the matter of curricula in some of the general survey courses and in the reorganization of traditional courses of study.

JUNIOR COLLEGE FUNCTIONS

Should junior colleges compete with the senior colleges or try to limit their work to the students that need only two years of college work?

Are we correctly interpreting the needs of students in the junior college field in the light of the present trends socially and economically?

Have recent industrial, social, economic, or political changes affected the functions of the junior college?

POST-GRADUATE STUDENTS

Should high schools provide definite program for post-graduate students if there is a junior college in the community?

LIBRARY SERVICE

How may junior college students best be taught how to use books independently and effectively?

To what extent is library and library service in the junior college contributing to the genuine education of students?

TESTS AND MEASUREMENTS

Should the American Association of Junior Colleges investigate the possibility of setting up its own achievement and other tests, to be given to all junior colleges?

PUBLICITY

Statement of accrediting of newly organized junior colleges for publicity purposes. Before accrediting by the North Central Association, what relationship exists between the new institution and accredited ones until an accrediting association can approve of the institution?

Should the Association develop a code of ethics to do away with unethical underbidding?

How many junior colleges have special publicity officers? Are results satisfactory?

Philosophy of Okmulgee Junior College

F. LYMAN TIBBITTS*

Okmulgee Junior College, Oklahoma, was organized in 1926-27 as a one-year post-graduate course, in connection with the Okmulgee High School. It secured approval of the University of Oklahoma for all courses offered, which were English, chemistry, history of Western Europe, French, Spanish, college algebra, and trigonometry. The enrollment in this college before and after reorganization was as follows:

Year	Enrolled
1926-27	16
1927-28	23
1928-29	22
1929-30	24
1930-31	58
1931-32	29
1932-33*	134
1933-34*	237

* After reorganization includes night school.

A survey was made by the author to determine the advisability of organizing a two-year junior college. The report was favorable and the board decided to reorganize the school, and chose the author as dean of the institution. Since there is no legal basis for local junior colleges in the state of Oklahoma, it was necessary to set up a type of organization which would meet legal requirements. This organization provided for incorporation of the junior college with all powers of a corporation. The articles of incorporation set up the following purpose:

* Formerly Dean, Okmulgee Junior College, Okmulgee, Oklahoma.

To provide educational opportunities for a greater number of the youth of both sexes; to surround the youth with the helpful influences of the school for a longer period of time; to offer greater fields of educational and vocational guidance and to effect an economy in higher education.

It also provided that the Board of Education for the city of Okmulgee should be the Board of Trustees of the junior college. It was by this made an integral part of the public school system.

Because of the decrease in the population of Okmulgee, building space was fairly plentiful and we were able to secure a new building at the edge of town which served very well for the first year of the independent junior college, but it promised to be inadequate for the larger enrollment which was expected for the next year. In view of this fact the junior college was moved to a high-school building which had been vacated the year before. This building was more adequate for the enrollment which was in prospect for the present year.

Since there is no law in the state of Oklahoma, or other provision which would make public funds possible for the support of a municipal junior college, it is necessary to charge tuition. The tuition set for work in the Okmulgee Junior College is one hundred dollars a year, plus laboratory and library fees. If less than twelve hours is taken, the rate is four dollars per credit hour.

It has been possible for the Okmulgee Junior College to secure teachers of high standard in both training and experience. Of the eleven members of the faculty, two have Doctor's degrees, seven have Master's degrees, and two have Bachelor's degrees in music. Most of the seven who have Master's degrees have from one-half to two years additional university training. A greater part of the faculty have had previous experience in college teaching.

The curriculum of Okmulgee Junior College is organized along new lines. An effort is made to break down the thinking and working in terms of subjects and to build the curriculum in major fields of human activity. These major fields are set up under six headings, which, at the present time, are: fine arts and philosophy, health and hygiene, language enterprises, science and mathematics, social sciences, and occupational enterprises. Every student, in so far as it is possible, is to have a fair balance of work in these six major fields.

FINE ARTS AND PHILOSOPHY

The general objectives in the fine arts and philosophy are:

1. To promote an understanding and an appreciation of the world in which we live, in its relations to time and space as is found in philosophy.

2. To develop habits, skills, attitudes, ideals, and abilities which will enable one to enjoy his leisure hours to the fullest extent.

3. To provide experiences, both real and vicarious, which will tend to make all pupils intelligent consumers of the products of art of all kinds.

4. To give experiences or activities which will tend to bring out special talents of pupils.

5. To give or provide knowledge, habits, attitudes, and ideals which will tend to make of the more talented, creators of art.

Since there will always be a great many more who will want experiences in and with the arts for the purpose of consumption or enjoyment, the matter of appreciation is given major consideration.

HEALTH EDUCATION

It is the purpose of the educational program of the junior college to attain the following objectives with respect to health and hygiene:

1. To develop health habits, attitudes, ideals, and abilities which will tend to produce the highest possible degree of physical efficiency both individually and collectively.

2. To seek, through the school and its allies, to gather, organize, classify, purify, and grade the most valuable health experiences of the race; to pass the new generation through these experiences in the least possible time and with the least possible expenditure of energy so that they may contribute something to the program; to idealize and emotionalize the higher and better activities and ideas with respect to eating, drinking, the elimination of waste, and exercise that will guarantee the highest possible physical fitness.

3. The health education program takes into account (a) the nature of individual growth and development; (b) the psychological arrangement of materials and exercises; (c) the adaptation of knowledge and exercises to individual

needs; (d) the adaptation of materials and exercises to vocational needs.

4. To use information as a means to an end and not the end itself. Information should be so presented and learned that it will enable the individual to visualize or understand the ways and means whereby new or improved habits, attitudes, and ideals may be attained. This information should contribute toward the development of habits, attitudes, ideals, and abilities regarding (a) cleanliness of self, foods, surroundings, etc.; (b) eating and drinking — foods, water, etc.; (c) clothing or temperature control, (d) exercise, rest, and fresh air; (e) elimination of waste products; (f) sex and reproduction; (g) first aid in case of accidents; (h) care of the nervous system.

5. To conceive these habits, attitudes, ideals, and abilities in their social as well as in their individual settings.

6. To make the health education program to encompass other departments of learning to the extent to which they are able to contribute to better health knowledge, habits, attitudes, and ideals. This is made a conscious contribution by the teachers in all departments so that the integration of health knowledge, habits, and ideals may be as complete as possible.

LANGUAGES

All languages, modern and ancient, English and foreign, are considered together in their relation to language ability as a whole. Language ability is an individual's most powerful tool for living well in our social world. In the language pro-

gram of the junior college each course is expected to contribute in a large measure to the following objectives:

1. To develop habits, attitudes, ideals, and abilities that will enable one to adjust himself more perfectly to his social world, which adjustment is made largely through language and language activities.

2. To provide activities and experiences which will tend to facilitate accurate and artistic expression. The educational program seeks to provide activities and experiences which will enable the pupil to appreciate and understand the experiences of others when brought to him through the medium of language.

3. To provide activities and experiences which will develop the ability to interpret language which involves (a) a large vocabulary with rich experience back of it; (b) an understanding and appreciation of the evolution of languages; (c) an understanding and appreciation of the organization of language; (d) rapidity of understanding and expression of language.

4. To provide activities and experiences that will enable the student to understand, in a measure, and to appreciate languages of other races and nationalities as they are related to the development of races and languages in general.

5. To provide students, who have demonstrated their ability in English, with activities and experiences that will enable them to master certain phases of some foreign or ancient language.

6. To provide a few students, who need certain foreign languages for further development in their vocational work, with the opportunity

to master certain practical phases of that language.

SCIENCE AND MATHEMATICS

It is felt that all science is in a measure quantitative and therefore demands mathematics as a tool. The primary purpose of mathematics is to aid in our scientific conception of the world in which we live. These two go hand in hand, and the objectives which the Okmulgee Junior College hopes to attain in the science and mathematics instruction program are:

1. To develop an understanding and an appreciation of the world of nature.

2. To develop habits of scientific and mathematical exactness in the pupils.

3. To give the student a working knowledge of the scientific method, which has almost revolutionized our world, and endeavor to cause pupils to use this method in other endeavors by making them conscious of the fact that the method can be used in other fields.

4. To give the student an understanding and an appreciation of the necessity of mathematics in all quantitative thinking.

5. To develop in the student an understanding and appreciation of open-mindedness, or the ability to accept tentative conclusions as working bases and not as positive and unvarying facts.

6. To contribute as much as possible toward hygiene and healthy living, vocational efficiency, home life, and recreation, since these are general objectives of all education but related closely to science and mathematics.

7. To provide instruction in the more theoretical phases of mathe-

matics for those students who are very capable and for those who must have it to carry on in higher education or for professional work, but this theoretical mathematics is not required of the masses; neither is it to be encouraged for them.

8. To provide equipment and experiences that will give a few exceptional students enough skill in scientific investigation to enable them to enter vocations whose basic factors are scientific.

9. To provide units of work in science and adequate direction so that capable students may follow their own interests for advancement in science and mathematics.

SOCIAL SCIENCES

It is the thought of the Okmulgee Junior College that in our complex civilization there is an increasing need for understanding of social thought and behavior, and as we move on from simplicity to complexity in civilization, it is more and more necessary that every student be well grounded in the history and sciences of human behavior, both individually and collectively. To attain this end, the following objectives are set up:

1. To develop habits, attitudes, ideals, and abilities which will enable one to contribute his full share to community life.

2. To promote the development of an understanding and an appreciation of organized society.

3. To promote the development of an understanding and an adequate evaluation of the self.

4. To give an understanding and an appreciation of human behavior, individually, as in psychology, and collectively, as in sociology.

5. To give an understanding and

an appreciation of the origin and antiquity of man, his main achievements and mistakes, as a basis for perspective.

6. To develop judgment and foresight in statecraft by using historical material as a basis for solving social problems, since the solutions may be found in the following generations or centuries and an adequate appraisal of judgments made as well as suggestions given for the improvement of judgment.

7. To develop knowledge of, attitudes toward, and ideals regarding the functioning of social groups — political, social, economic, ethical, religious, etc.

8. To develop a scientific attitude toward social problems and their solutions. It seeks to develop an understanding and an appreciation of normative science or statistics.

9. To develop an understanding and an appreciation of the ends toward which man lives.

10. To develop a critical attitude toward social institutions for the purpose of bringing those institutions into harmony with rapidly changing world conditions.

11. To develop habits, attitudes, and ideals which will enable the student to become an intelligent user of our social institutions and an intelligent consumer of economic goods as well as intelligence and ability to adequately distribute economic goods.

OCCUPATIONS

It is felt that no educational program is complete which does not make a definite effort to train for vocational understanding and efficiency. The actual training in skills is not as important on that level as the training in understanding of

the theory. Skills may be obtained in a relatively short time if one has gained a real grasp of his whole occupational program. In view of this, the Okmulgee Junior College has set up the following as objectives to be attained in this field:

1. Our educational program seeks to keep in mind the fact that one of the chief outcomes of education is occupational efficiency. Such may be attained by either increased skill, methods of work and study, better attitudes toward the work of the world, and information that is essential to the establishment of better habits, skills, attitudes, and ideals.

2. It is felt that the college can supply a training which will increase the effectiveness in choice of occupations and give information which will tend to increase the efficiency of any type of occupational life. With the aid of co-operative part-time training and some small amount of vocational work provided for in the curriculum, the college can give a broader vision of the possibilities in the occupation of the student's choice, increase the foresight of the student; and in general improve his ability to grasp the new and useful in his chosen occupation.

3. It is felt that the college can emphasize the cultural phase of vocations, or the ability to consume the products of occupational life, to a very large degree.

4. It is felt that the college can contribute much that will be of direct benefit in increasing the economic production of the coming generation.

5. It is felt that adequate training in economics, business, psychology, and allied subjects, when

raised to the level of ideals, can contribute much toward the increased productivity of the college students.

DEGREES

The Okmulgee Junior College awards the degree of Associate in Arts to those students who have successfully completed sixty-four hours of college work and possess grade-points equal to the number of hours. It is also necessary that they meet the following requirements: (1) Fifteen hours of credit in the field of languages, English I and II being required. (2) Twelve hours of credit in science and mathematics, one laboratory science being required. (3) Twelve hours credit in the field of social science. (4) Six hours credit in the occupational field. (5) Two hours in the field of health and hygiene. (6) Two hours of credit in the field of fine arts and philosophy.

The student must present one field in which there is at least eighteen hours of work and he must complete as much as fourteen hours of work at the Okmulgee Junior College to be eligible for the degree.

A certificate of completion is given to students who have successfully completed sixty hours of college work.

CREDITS

The Okmulgee Junior College is projecting a plan whereby students will be given credit in proportion to the mastery of the field or subject rather than in terms of time spent in a classroom. For instance, students taking a five-hour course may get three hours or seven hours, de-

pending upon the quantity and quality of work done. By this method grading by the ordinary system is done away with and the student is given a passing mark in the number of hours actually completed. This is, as we propose, a recognition of ability or mastery in a subject or field which is a definite aim of the Okmulgee Junior College.

STUDENT ACTIVITIES

The Okmulgee Junior College believes that a very definite training for life may be had by properly organized and administered student activities. The philosophy underlying these activities is that they should be so developed and organized that they will lead directly into activities that are performed by the normal community outside of school. With this philosophy of activities in mind the college has set up a record system which shows the various types of activities which have been performed and enjoyed by students in their high-school days. In addition to this, provision is made in the schedule for certain groups that are at present recognized in this field and organized in the college, such as the Student Club, Dramatics Club, Music Club, Arts and Literature Club, Athletic Club, and News Club.

The Okmulgee Junior College discourages the organization of clubs which are common to schools only, or which are an artificial set-up, such as mathematics clubs or French clubs, or Latin clubs, but endeavors to put the emphasis on club life which will lead directly into community activities as students will find them when they leave school.

SEMI-TECHNICAL TRAINING

The Okmulgee Junior College is fairly well committed to the idea that the community should share with the college the burden of training semi-technical workers for the institutions of the community. In other words the college believes that its function is to offer the general training which can be given without expensive equipment and without costly technically trained teachers and leave the technical training to the institution needing the workers. This salvages the best that there is in apprenticeship training, and adds to it the general appreciation and understanding of the work which can be given through more theoretical courses. One illustration of this will make this point clear. There are in Okmulgee three large oil refineries which employ about four hundred fifty skilled and semi-skilled workers. It is estimated that there is a replacement each year of approximately 10 per cent, which would mean that around forty-five men should be trained each year to fill the places which are vacated. Since the success of any industry depends in a large measure upon the supply of adequately trained workmen, the higher the level of training of such skilled and semi-skilled workers, the more demand there is for the product which is the creation of that skilled labor.

In view of this fact the college is planning to co-ordinate the work at the school with that at the refineries. The hours in the refinery under the supervision of the superintendent will give one hour of college credit. The complete technical training which will give the degree

and a certificate of proficiency will require two and one-half years. The equivalent of one semester will be devoted to the applied work.

A similar program of training is being proposed to the glass industries of the city. The Okmulgee Junior College attacks its problem of community advancement with a very definite philosophy: That it is the function of the educational process to bring on earlier and better maturity in its students. It hopes to accomplish this end (1) by effective administrative organizations, (2) by the selection of a superior faculty, (3) by the organization of curricular material, (4) by providing definite and consciously conceived objectives in each field, (5) by utilizing community-type organization in extracurricular activities, and (6) by encouraging business and technical institutions to co-operate with the college in training semi-skilled workers.

I believe the American high school ends altogether too soon to give adequate opportunity for boys and girls who do not wish to go to college to choose and prepare for a vocation. Ample facilities for vocational training in schools are lacking in all but a few centers of population. There must be an extension of the secondary school period of training for at least two years and a concentration of facilities which will make it both feasible and fashionable for young men and women who do not wish collegiate training to prepare themselves in vocations suited to their interests.—GEORGE F. ZOOK, U.S. Commissioner of Education.

Norms for the Thorndike Examination

P. EVANS COLEMAN*

Administrators responsible for college freshman education are increasingly challenged by the possibilities of better orientation. One of the crucial problems is to increase the freshman's achievement in rapid yet comprehending reading. A recent research reported in the *Junior College Journal* indicated that of all orientation problems the one of "adjustment to college study" was the most important, and among the three leading subordinate problems was that of "efficiency in reading."¹

Considerable attention has been paid by various educational writers such as Touton, Pressey, Jones, and Book to some of the important aspects of this problem, but little research as yet has been published concerning the results of measurements which have been made in this problem area.

The following data represent the raw scores obtained from 348 high-school graduates, all candidates for college freshman courses in five institutions of higher education in two Eastern states. One-third of the cases are from our local junior college and the remainder from four institutions in a near-by state. The reading examination used was the same form in all cases, being one of the selected type of the Thorndike Reading Examination

for High School Graduates. The frequency distribution of scores was as follows, the scores given being mid-values of class intervals.

Candi- dates	Scores	Candi- dates	Scores
23.....	2	68.....	24
26.....	0	71.....	22
29.....	2	74.....	25
32.....	8	77.....	15
35.....	9	80.....	16
38.....	13	83.....	8
41.....	10	86.....	9
44.....	16	89.....	8
47.....	11	92.....	5
50.....	27	95.....	7
53.....	20	98.....	2
56.....	19	101.....	2
59.....	18	104.....	1
62.....	20	107.....	4
65.....	24	110.....	1
Total.....		348	

The upper quartile is 75.9, the median 64.8, and the lower quartile 51.8.

It is urged that other administrators send the writer their raw scores from the Thorndike Reading Examination so that more extensive data can be published later.

The applicable uses of this data for our college purposes are as follows. We are advising each faculty member of the quartile ranking of all of his students according to our own list of scores. We propose to examine high-school seniors in the late spring whether or not they are going to seek entrance into our college. We will propose simultaneously, as has been done in the University of Buffalo, to give a three weeks' course in reading to those graduates who rank in the lower 50 per cent. This would be given prior to the opening of college.

* Instructor, Junior College of Bergen County, Hackensack, New Jersey.

¹ M. E. Bennett, "Trends in Junior College Orientation Courses," *Junior College Journal* (April 1934), IV, 353-57.

New Honorary Secretarial Society

FLORENCE M. MANNING*

A new honorary fraternity for secretaries, Alpha Pi Epsilon, has recently been established at Los Angeles Junior College. A perusal of the national honorary societies in this country failed to disclose anything of this particular kind.

ELIGIBLE EDUCATIONAL INSTITUTIONS

It is the wish of the founder to make the fraternity national in scope. Hence, invitations are extended to the following types of educational institutions: (1) outstanding junior colleges that give as much work in the secretarial field as is prescribed by the Los Angeles Junior College; (2) four-year colleges and normal schools that offer two years of secretarial studies with standards comparable to the Alpha Chapter.

STATEMENT OF AIMS

The purpose of the society is: to professionalize the status of the college-trained secretary; to stress high achievement in stenography, and to stimulate professional interest in the field; to bring together outstanding students in secretarial subjects whose primary aim is to promote scholarship; to honor and encourage in future work the young men and women who give promise of carrying forward through their generation high ideals in business ethics.

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The society has been incorporated under the California State Law, and the name and ritual copyrighted.

NAME AND MEANING

The name, Alpha Pi Epsilon, is taken from the letters of the Greek words denoting accuracy, dependability, and efficiency. Alpha Pi Epsilon had its origin in a social club called the Gregg Scribes. This little organization came into being in 1930 shortly after the founding of Los Angeles Junior College. Each semester the scholarship requirements of the Scribes were raised until finally the rating of an honorary society was attained. The Alpha Pi Epsilon was officially established December 9, 1933.

ELIGIBILITY FOR MEMBERSHIP

To be eligible for membership in the society, a student: (1) shall have completed twelve units of secretarial or allied subject, with grades of A or B, at least seven of which shall be in shorthand and typewriting; (2) shall possess an agreeable personality and an active interest in secretarial work; (3) shall have a grade-point average in all other work taken at the college of 2.2 or higher.

Any student who does not fulfill the foregoing requirements but who may be a desirable candidate for membership, shall be entitled to consideration by the faculty adviser and the committee on candidacy upon the application of three sponsoring students.

The ritual is simple and impressive. The ceremonies are based upon contributions of the early Romans and Greeks to the secretarial art. Simple Greek costumes add to the effectiveness.

The Latin scroll in gold bears the Greek letters Alpha Pi Epsilon. The key signifies intellectual endeavor, the scroll achievement, while the winged stylus denotes speed and efficiency.

FIRST INITIATION

On December 9, 1933, twenty-six members were initiated into this honorary fraternity. Besides the students already enrolled in the Los Angeles Junior College, invitations were extended to the few qualified alumni with *cum laude* rating, who also met the society's high standards.

The banquet was held at the Langham Hotel, with much pomp and brilliancy. The candlelight initiation which preceded it was characterized by its simplicity, impressiveness, and beauty. The gold keys of the society were presented by a distinguished educator, Mr. A. E. Bullock.

Besides perfecting the work of the organization, one of the ambitions of the fraternity is to publish a paper each semester indicating the activities of the society in its various chapters. The society also hopes to have a column in their publication headed "Personnel and Jobs Available."

In order to foster good fellowship and to form a cohesive social group, the society has had monthly meetings. These have taken the form of musicals and teas, theater parties, swimming parties, Sunday morning breakfasts, and a testi-

monial meeting conducted by the graduates who are working, telling of their achievements to the campus group. They have proved to be very profitable meetings.

HOME ECONOMICS OFFERINGS

Information on the offerings in home economics in 555 American colleges, including 114 junior colleges, has recently been compiled by the United States Office of Education. A total of 637 different courses were reported by 107 junior colleges, as follows: sixty reported from 1-5 each; twenty-eight, 6-10; sixteen, 11-15; three, 16-25. The total enrollment reported in these courses was 3,430 including 134 men in eleven institutions. Sixty junior colleges reported an enrollment of from 1-25; twenty-seven, 26-50; fifteen, 51-100; two, 101-200; one, 204. Instruction was given by the equivalent of 157 full-time and 16 part-time instructors, sixty-six institutions reporting 1 instructor each, twenty-four reporting 2, eight reporting 3 or 4, and two reporting 6 each. A nursery school was reported by one junior college.

There is no question in my mind but that at least 50 per cent of graduates from high schools who desire further study ought to go to the junior college rather than to the university or vocational school. If the junior college can really fill the needs of these people and make itself an independent educational institution with ideals of educational service which are neither academic nor handicraft it is bound to succeed.—WILLIAM H. SNYDER, Los Angeles Junior College.

The Improvement of College Teaching

Introductory Statement

WALTER CROSBY EELLS*

The junior college is primarily an instructional institution. It cannot and should not try to compete with the university in that institution's unique field of specialization and research. It can and it should in many cases do a better piece of teaching than is often done in the average lower division of many of our universities where the instructors are frequently more vitally concerned with research than with teaching.

During the past half-dozen years there has been increasing interest in the improvement of college teaching at all levels. Stimulated by the challenge of the Association of American Colleges in 1929 to the graduate schools of the country to pay more attention to training good college teachers as well as subject-matter specialists, and culminating in the recent investigation of a committee of the American Association of University Professors, financed by the Carnegie Foundation, which is expected to be only preliminary to more extensive investigation and studies, this seems destined to be a field of study of increasing impor-

ance. The junior college, of all institutions, cannot afford to lag behind in this significant movement.

A considerable amount of material has been published dealing with methods of college teaching, and

other matters related to the improvement of college instructors and instruction, but it is widely scattered and lacking in unity or systemic form. The average busy faculty member

SEVEN IMPORTANT PROBLEMS

1. Class size
2. College supervision
3. Stimulation of scholarship
4. The lecture method
5. Independent study
6. College marking systems
7. Comprehensive examinations

lacks the time or facilities for selecting the material which is most pertinent to a particular segment of the field and considering its relationships to his own particular situation and problems. Yet in increasing numbers faculty meetings are being devoted to discussion of such problems.

Intelligent college instructors cannot and should not be given mechanical rules of thumb for teaching, but they should consider and discuss the most significant issues between themselves, and arrive at individual or group judgments based upon a rational, comprehensive study of the best practice and opinion. There is need, therefore, for an outline guide to some of the literature and problems of the field.

* Professor of Education, Stanford University, California.

A year ago a graduate seminar of a dozen students in "Improvement of College Teaching" under the direction of the author at the School of Education of Stanford University undertook to select some thirty of the outstanding problems of college teaching, to define and delineate these problems, to select the literature of greatest significance bearing upon them, and to suggest stimulating questions for discussion.

The work of this seminar was described briefly by the writer at the meeting of the American Association of Junior Colleges at Columbus last spring and the question raised as to whether or not a selection from the topics considered might be worth publication in the *Journal* in a series of articles this year. It was the consensus of many of the administrators present that such a series of articles would be of much value to the members of their faculties. Subsequently a list of 36 possible topics was circulated among an interested group of executives in all parts of the country to find which ones would in their judgments be most helpful. In some cases college faculties expressed their composite judgment on the desirability of the topics submitted while in one case the judgment of all the members of one state association of junior colleges was secured.

As a result of this informal vote it has been decided to publish this year a series of seven articles from October to April, inclusive, dealing with the following problems related to the improvement of college instruction particularly from the standpoint of the classroom instructor rather than that of the administrator.

1. The relation of class size to teaching efficiency
2. The problem of supervision at the college level
3. What means may be used to stimulate scholarship?
4. The lecture method — its use and abuse
5. Independent study for college students
6. College marking systems—can they be improved?
7. Value of comprehensive examinations

In the treatment of each topic there will be four subdivisions as follows:

1. *Introduction*.—An effort to define the problem in brief space, to indicate its importance and significance, and to suggest some of its ramifications. An introduction to stimulate interest and discussion.

2. *Quotations*.—A group of brief, challenging quotations, expressing judgments, summarizing findings, or raising questions.

3. *Questions*.—This is unquestionably the most important feature of the outline if it is to be successful for the purposes intended. In each case a dozen or more questions will be stated, carefully designed to stimulate thought and to provoke discussion.

4. *Bibliography*.—From ten to twenty of the most significant references, selected with due attention to their importance and accessibility.

It is hoped that this new departure in policy for the *Journal* will prove of value to many of the thousands of junior college faculty members throughout the country who are interested in improving the quality of their own classroom instruction.

The Improvement of College Teaching

The Relation of Class Size to Teaching Efficiency

HAROLD W. LEUENBERGER* AND
WALTER CROSBY EELLS

INTRODUCTION

Within the past few decades American colleges and universities have found themselves faced with the problem of ever-increasing student bodies. Administrators have been forced to provide facilities and instructional services for this growing number of students with handicaps of inadequate plants and relatively small teaching personnel. As a result the number of students per class has greatly increased. The situation has been greatly aggravated by the depression.

Administrative aspects of the problem, while being of great importance to its solution, concern the individual college or university teacher only in so far as they affect his classroom enrollment and procedures. To him the paramount question becomes, "How does the increase in the number of students in my classes affect my teaching efficiency?"

There is, without doubt, no college faculty in the United States that does not face the problem of class size in its relation to teaching efficiency. Many college teachers have not been able to reconcile themselves to the new order. They insist their best work cannot be

done in situations where their classes have doubled, and even tripled, in enrollment. Other instructors have welcomed the change in class size, feeling that the larger classes now necessary offer them far more opportunity for educational service than was possible with the smaller classes they formerly taught.

Of recent years many college faculties, not content to sit idly by with such a problem facing them, have given the matter much thought and study. These faculties have come to the realization that the responsibility for the successful solution of the problem rests upon those individuals most directly concerned, the college instructors themselves. The most extensive and significant experimental studies have been those conducted at the University of Minnesota and reported by Earl Hudelson.

QUOTATIONS

If the same standards be applied to educational efficiency that are applied to other kinds of efficiency it is hard to see how the imposition of class-size limitations can longer be defended. However iconoclastic the evidence may sound, students in large college classes actually tend to achieve as well as, if not better than, do comparable students in small classes; and there is no evidence to prove that out-

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comes other than achievement suffer in large classes. (HUDELSON, *North Central Association Quarterly*)¹

Everywhere today we stress character education. There is no system in which character is developed by a mass process, submerging the individual. We are urged, and rightly, to make the most of the individual differences in our pupils; to give them opportunity wherever possible to travel at their "optimum individual speed"; to teach students rather than subjects. And on the next page we find that scientific research proves that personal contacts between teacher and student give only emotional satisfaction. (HANCOCK)

In the University of Minnesota, as in other institutions, there are undoubtedly a number of instructors who have the ability to become great teachers if they have the opportunity. They have glimpsed a vision of higher service, but they have been too busy to do more than behold the vision. It is poor economy to load such teachers with a schedule that leaves them too tired to aspire to their highest possibilities. The overwhelming testimony of teachers is that it is the long day that wears them down. Larger and fewer classes offer a promising means of relief. (HUDELSON, *Journal of Higher Education*)

Objectively controlled experiments have demonstrated the fact that, according to the tests administered . . . the size of a class is a matter of little importance. . . . Thoughtful critics . . . attack the findings from two sides. They claim, in the first place, that the objective tests which have been given directly test little except information. They open the whole question of the outcomes of teaching. . . . They claim, also, that there is

something to be gained from direct personal contacts. (CHARTERS)

What wears down many a good, earnest, competent teacher is the impossibility of ever being able to do his work well on account of numbers. With apologies to Rotary and Kiwanis, the writer suggests for the teachers' slogan, "Fewer and Better Students." (PEARSE)

Until experiments equally as exhaustive as those tried at the University of Minnesota prove that it is dangerous to increase the size of classes, there must be grave doubts regarding the validity of the conventional standard of thirty pupils per class. (Editorial, *School Review*)

QUESTIONS

1. To what extent does the problem of class size exist in the various divisions and departments of our institution?
2. What have other colleges done toward solving the problem in their institutions?
3. With present instructional methods, what is the optimum size of class? In laboratory courses? In recitation courses? In lecture courses? In discussion courses?
4. For efficiency of instruction, what are the maximum limits in class size, beyond which it certainly is not wise to go?
5. Are there desirable minimum limits on class size? What are the disadvantages, if any, from the instructional standpoint of classes of two or three students?
6. Should the size of classes differ for different subjects and for different teachers of the same subject?
7. How can adequate provision be made in large classes for individual differences in ability,

¹For more detailed reference for this and succeeding quotations, see bibliography following the questions.

- in previous training, and in health?
8. To what extent, if any, are the same instructional methods effective and desirable in large and small classes?
 9. How do the instructors on our campus who seem to have become best adjusted to larger classes handle their problems?
 10. What aids can the instructor of a large class legitimately employ to lighten his work? What are the values and what the dangers of such methods?
 11. What is the relative effect upon teacher fatigue of large and small classes? Upon mental stimulus of the instructor?
 12. How can we determine whether students achieve as well in large as in small classes?
 13. How can we determine whether students in large classes or in small classes develop more desirable habits, attitudes, and ideals?
 14. Are there significant educational values and outcomes which are not measured by any of the tests employed in the Minnesota and other experiments on class size?
 15. If there are such values, what are they and how can they be measured or otherwise determined objectively?
 16. Are the results of the Minnesota experiments on class size, as reported by Hudelson, statistically valid? Are probable errors reported? What is their significance?
 17. Are the Minnesota comparisons between large and small classes or between large classes and larger ones? What is a large class?
 18. How can our faculty conduct experiments in their own classes to become more intelligent on the problem of class size? Is it desirable that they should attempt it?
 19. What is the attitude of students with reference to large and small classes? Should any significance be attached to their opinions on the matter?
 20. How does class size affect our standing with accrediting agencies? What changes have recently been made by the accrediting agencies with reference to the question?

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STUDENTS AT WALDORF

A tabulation of data regarding students at Waldorf College, Forest City, Iowa, last year showed that 120 students came from within twenty-five miles, 31 within fifty miles, 24 within seventy-five miles, 19 within one hundred miles, 6 within one hundred twenty-five miles, 3 within one hundred fifty miles, and 20 from over one hundred fifty miles. Of the student body, 168 were Lutherans, 20 were Methodists, 7 were Congregationalists, 5 were Baptists, 4 were Catholics, 3 were United Brethren, 3 were Presbyterians, 1 was a Seventh-Day Adventist, while 12 failed to designate their affiliation. Norwegians led other nationalities represented, there being 134 Norwegians enrolled. Eight were Germans and eight were Norwegian - Swedes. Most of the Waldorf students were sons or daughters of farmers. From this occupational class Waldorf had 130 students. The ministerial profession was second with 12 students whose fathers were ministers. The fathers of 9 of the students were merchants. Eighty-one students were entirely self-supporting, 17 were three-fourths self-supporting, and 19 were one-half self-supporting.

The Junior College World

NEXT ANNUAL MEETING

By vote of a majority of the members of the Executive Committee the next annual meeting of the American Association of Junior Colleges will be held at Washington, D.C., February 22-23, 1935. The meeting of the Department of Superintendence of the National Education Association and allied organizations will be held at Atlantic City the week following the junior college sessions. A more detailed announcement regarding the meeting will be made in a later issue.

JUNIOR COLLEGE IN SIAM

In January 1934 the Siam Mission of the Presbyterian Church authorized the establishment of junior college work in Bangkok Christian College, Bangkok, Siam. While the institution has had the name "College" since its establishment it has limited its scholastic work in the past to elementary and high-school work. The inauguration of junior college work will be under the direction of Dr. E. M. Tate, a graduate of Whitman College, who received his doctorate in the field of religious education at Teachers College, Columbia University, in 1932.

PHI RHO PI CHAPTERS

During the spring the organization was reported of four new chapters of Phi Rho Pi, national junior college honor forensic society. They are located in Elkader Junior College and Muscatine Junior College in Iowa, in Arkansas Junior College

in Kansas, and in Southern State Normal School, South Dakota.

JUNIOR COLLEGE IN GREECE

The tenth commencement of the American Junior College for Girls since its establishment in Greece took place in front of Hill House in the cool of the evening on June 22. Nine young women graduated from the junior college department, making just one hundred graduates during eleven years. President Cass Arthur Reed of International College, Smyrna, gave the English address on "Education in a Changing World" and Professor N. Kallogheropoulos, Director of Fine Arts and Letters in the Ministry of Education, gave the Greek address on "Education and Environment." About three hundred guests were present.

On Founders' Day, February 15, a beautiful grape arbor, the gift of a friend of the College, was dedicated and faculty and students beautified the campus by the planting of vines and trees. Just before Easter and during the Ramazan vacation in Turkey, the College contributed its bit in the seemingly sincere effort Turkey and Greece are making toward better international relations, by giving a reception to about seventy Turkish students from Robert and Constantinople Colleges who were touring Greece. During the Easter vacation fourteen students and two teachers from the College visited Constantinople. They returned enthusiastic over the reception given them and kindness shown them everywhere they went.

A second party of fourteen spent some days on the island of Corfu while a third party of six visited Rome and were entertained in an American school for Italian girls.

"On the whole we have had a good year with a very loyal staff," writes the principal, Miss Minnie B. Mills, "as fine a bunch of students as we ever had, and in spite of the depreciation of the dollar we have balanced our budget. We look forward to another year with some misgivings due to a serious cut in the funds received from America toward the support of the school but not without courage and the hope that by careful management and strict economy we shall still meet our obligations and keep up the standards of the school."

MOUNT SAINT JOSEPH COLLEGE

Mount Saint Joseph College, West Hartford, Connecticut, announces that it will become a senior college, planning to confer its first degrees in 1936.

COLLEGE OF THE PACIFIC

The College of the Pacific, one of the oldest of the denominational colleges in California, located at Stockton, announces the opening this fall of a new junior college, with Professor Dwayne Orton as dean. For the present this will exist co-ordinately with the lower division of the college but distinct from it. The development of this new unit may after certain experimentation absorb the existing lower division. It does not parallel the usual type of junior college found in California. The curriculum will consist largely of the survey type of courses. It is designed to meet the needs of four classes of students: (1) Those

who wish to complete their general education and enter the community as citizens prepared to live lives of service. In this group are young women who do not plan to take a professional course but are interested in a cultural development, and young men and women who plan to enter business. The survey courses of the junior college serve to acquaint these students with the general fields of knowledge and culture in order that they may feel at home in the complex life of the modern world. (2) Those who wish to complete their general education before undertaking specialized study in their chosen professional or semi-professional field. The survey courses of the junior college will provide a broad base for their specialized work and thus prevent a narrow outlook while pursuing a specialized subject. (3) Those who have not chosen a vocation and who need a general liberal course before determining a vocational choice. The broad view of modern life afforded by the junior college courses greatly assists the student in the discovery of a suitable life work. This class of student is given particular attention in vocational counseling. (4) Those who have graduated from high school, but who do not meet the subject-matter or unit requirements of the general college.

Among the titles of the new courses offered may be noted the following: Man and His World, Technology, Trends of Civilization and Culture, Man's Social World, American Institutions, Social and Community Hygiene, Mathematics of Business and Investment, Life's Ideas and Ideals, The Art of Thinking, Human Behavior and Personal Adjustment, Current English Read-

ing and Writing, Studies of Great Personalities, The Art of Language, The Art of Effective Speaking, The Art of the Theater, The Appreciation of Music, and The Appreciation of Art.

LOS ANGELES HEAD

John P. Inglis, formerly principal of the Fremont High School of Los Angeles, has been chosen dean of the Los Angeles Junior College to succeed Dr. W. H. Snyder, who has been at the head of the college since its organization five years ago. Dr. Snyder resigned in June on account of his age.

U.S.C. SCHOLARSHIPS

The University of Southern California this year offered ten scholarships, covering tuition for the freshman year, to outstanding junior college graduates. To be eligible for the award a student was required to be in the highest tenth of the 1934 February or June graduating class and must have the recommendation of the principal or dean of the college.

JUNIOR COLLEGE BROADCAST

Dr. Alvin C. Eurich, assistant professor of Education, University of Minnesota, and visiting member of the faculty of the summer quarter, Stanford University, gave an address which was broadcast from station KPO, San Francisco, August 11, on "New Developments in Education on the Junior College Level."

TRIBUTE TO DR. SNYDER

In the closing issue of the year, the *Collegian* of Los Angeles Junior College contained the following editorial tribute to Dr. William H.

Snyder, retiring director of the College, who organized the institution five years ago:

The *Junior Collegian* wishes to express its last editorial message to you, Dr. Snyder. "*Vision and skill.*" This is your great contribution to education; this is the high ideal your qualities of understanding, liberality, high-mindedness and wisdom have made us as students and faculty members learn to respect and to which we aspire. We admire the method in which you have performed your duties, effectively, with simplicity, dignity and humanity; and despite the many, many limitations you as our leader have had to face in founding something worth while and "new," we know that it was due primarily to your splendid work that Los Angeles Junior College has definitely "arrived." Your ideal of "vision and skill" has become firmly imbued in our minds and to coming faculty and students shall always remain true, worthy, and inspirational. *Ave! Vale!*

APPOINTMENT AT SMITH

Dr. Tempe E. Allison, dean of women at San Bernardino Valley Junior College, California, is on leave of absence this year to accept a temporary appointment as visiting lecturer on drama and the theater at Smith College. Dr. Allison, who received her doctorate from the University of California in 1927, has published many articles with reference to the drama during the past decade. During her absence Mrs. Nora McCoy will be acting dean of women at San Bernardino.

SCRIPPS COLLEGE SCHOLARSHIPS

As an encouragement to students enrolled in junior colleges who desire to complete their course at Scripps College, Claremont, California, and as a means of enriching

the life of that college by the presence of able students with a different type of early collegiate training, the Board of Trustees of Scripps College has established five competitive junior college scholarships, beginning with the fall of 1934. The scholarships carry a fund of \$400 each, and are available for graduates of junior colleges, provided the applicant meets successfully the regular admission requirements for advanced standing.

CHEVY CHASE PRESIDENT

Mrs. Frederic Ernest Farrington and the Board of Overseers of the Chevy Chase Junior College, Washington, D.C., announce the appointment of Dr. Flaud Conaroe Wooton to the presidency of that institution. Dr. Wooton has had wide experience in the educational field as teacher and administrator in public education and in college and university work. He goes to Washington from Rhode Island State College where he has been head of the Department of Education and director of the summer school since 1932. His experience includes two years as director of studies at the International School of Geneva in Switzerland, and three years as instructor at Stanford University in California. Dr. Wooton has the Bachelor of Arts and the Master of Arts degrees from the University of Oregon and the degree of Doctor of Philosophy from Stanford. He is the author of many articles on educational administration and method and is also co-translator of *L'Ecole Active* of Adolphe Ferrière. Dr. and Mrs. Wooton have traveled widely in the United States and Europe. It is expected that their professional training and experience will make

significant contribution to the traditions and to the spirit of Chevy Chase.

NATIONAL PARK SEMINARY

Miss Ailese Parten, who holds the B.A. and B.J. degrees from Baylor College for Women, Belton, Texas, and the M.S. degree from the Pulitzer School of Journalism at Columbia University, was brought to National Park Seminary, Forest Glen, Maryland, last year as instructor in Journalism and English. Miss Parten has taught journalism at Baylor College since 1926 and has been director of publicity of Baylor for eight years.

The journalism students at National Park, among other activities last year, were guests at the annual Celebrity Breakfast of the League of American Pen Women at the Willard Hotel in Washington City. Mrs. Franklin D. Roosevelt was the honored guest speaker at the breakfast. Other speaker-guests included: Mrs. Harold Ickes, wife of the Secretary of the Interior, who is an author in her own right; Theodore Von Ziekursch, editor of *Pictorial Review*; Princess Irina Skaratina, who told of her trip to Russia as the first member of the royal family to be admitted by the Soviet Government in her recently published book, *First to Go Back*; Elizabeth Corbett, short-story writer and novelist; as well as a number of other distinguished writers.

JUNIOR COLLEGE TRIPLETS

After the turmoil resulting from the sudden discontinuance of Crane Junior College in Chicago a year ago, the city this fall opens three junior colleges of somewhat modified type on the North, South, and

West sides. Concerning the new plan, Superintendent W. J. Bogan says:

The Board of Education has adopted the recommendation of the Superintendent for inaugurating, this September, three municipal junior colleges, one on each side of the city, open to all high-school graduates. These will be conducted on a new and promising plan. There will be much use of lectures to large groups, with assigned work open to all students. Those capable of carrying such a program and meeting the requirements will receive credit. The plan is economical and yet will open the door of opportunity to thousands who would otherwise be denied the benefits of higher education.

CHANGE IN LOUISIANA

The Ouachita Parish Junior College, which since its organization in 1928 has been operated as a separate public institution, completed the adjustment of legal difficulties during the summer and is now known as the Northeast Center of the Louisiana State University. On August 12, 1933, an agreement was reached between the Ouachita Parish School Board and the Board of Supervisors of the Louisiana State University whereby the buildings, grounds, and equipment of the junior college were turned over to the Louisiana State University for the purpose of operating a junior college. On September 9, 1933, this agreement between the Ouachita Parish School Board and the Board of Supervisors of the Louisiana State University was held up because of some dissension in higher educational circles of the state. The College for the year 1933-1934 operated as the Ouachita Parish Junior College. On July 10, 1934, the

State Legislature approved a bill introduced by Senator James A. Noe, of Monroe, which approved the contract between the Junior College and the University. This bill was signed by Governor Allen July 14, 1934, thus definitely making the Junior College at Monroe the Northeast Center of the Louisiana State University. The courses offered at the Northeast Center are synonymous to those offered in the first two years at the University at Baton Rouge. The same credit and recognition is given the courses taken by the students at Northeast Center as the courses taken at the University in Baton Rouge. C. C. Colvert continues as dean of the College.

WESTBROOK IMPROVEMENTS

Westbrook Junior College, Portland, Maine, has shown marked improvement in plant, standards, curriculum, and morale under the presidency of Dr. Milton D. Proctor. As a result the business men of Portland, through a representative committee of fifteen leading citizens, have undertaken a campaign to raise \$51,000 during the next two years to take care of past indebtedness and to make capital improvements in the College's plant. The sum of \$36,000 is budgeted for the latter purpose. A full-time, professionally trained librarian has been added to the staff this year and vigorous efforts are to be made to build up the library collection.

DULUTH LUNCHEON

One of the unique customs followed at the Duluth Junior College is a midsummer luncheon. It serves as a combined reunion and "get acquainted" event at which faculty,

alumni, old students, and prospective students meet to renew old acquaintances and make new ones and to plan for the fall activities. The luncheon this summer was held August 16 at the Duluth Chamber of Commerce and was reported to have been an unusually successful one. The alumni, headed by Paul R. Hamerston, '29, were in charge of the ceremonies.

HONORING DR. COCKRELL

Dr. E. R. Cockrell, who completed ten years of notable service as president of William Woods College, Fulton, Missouri, last June, was honored with Mrs. Woods at a special service of recognition at the Commencement exercises of the institution.

COLLEGE OF PATERSON

The College of Paterson opened as a new junior college at Paterson, New Jersey, in September, under the presidency of Dr. Henry Cremer, who last year was a member of the faculty of Bergen County Junior College at Hackensack, New Jersey. Dr. Cremer received his Doctor's degree from the University of Washington where he also did his undergraduate work. Other administrative officers of the new institution include Lawrence Saltzman, dean; Fred Levin, bursar; and Robert Conklin, registrar.

The new institution is a non-profit, privately controlled junior college, designed to prepare students for professional schools, to offer training in textile chemistry, accounting, and aeronautical engineering, to offer terminal courses for liberal arts students, and to satisfy the needs of adults in the com-

munity in journalism, accounting, psychiatry, and similar subjects. Since Paterson is one of the great textile centers of the United States, with a population of about 150,000, only seventeen miles from New York, with a rapidly growing suburban trend, and with low tuition offered at this new junior college, students are offered an opportunity to live and work at home while attending a higher institution of learning.

COMMENCEMENT AT CENTENARY

Dr. Howard McClenahan, director of the Franklin Institute of Philadelphia, was the graduation speaker at Centenary Collegiate Institute and Junior College on the sixtieth anniversary of the Institute. The exercises were held in Whitney Chapel on the morning of June 11. Bishop Francis John McConnell of New York preached the Baccalaureate sermon on Sunday, June 10. At a special vesper service which was held in the evening, Dr. George Zook, United States Commissioner of Education, made the address. Dr. McClenahan graduated from Centenary in 1890 and then attended Princeton and the University of Pennsylvania. He was secretary of the Franklin Institute for several years before he became its director. During the sixty years of its active service, Centenary has had over five thousand students, many of whom have come from foreign countries. Since 1910, Centenary has been a preparatory school for girls and in 1929, under the progressive leadership of the present president, Dr. Robert J. Trevor, the junior college division was established, the first and only resident junior college in New Jersey.

Reports and Discussion

LIBRARIES ROUND TABLE

The Junior College Libraries Round Table had two meetings on June 29, during the American Library Association conference at the Windsor Hotel in Montreal. Virginia Kramer, Bradford Junior College, presided.

Miss Gladys Johnson, Mars Hill College, Mars Hill, North Carolina, read a paper entitled "The Junior College Library and the Faculty." The librarian, said Miss Johnson, expects these things of the faculty: an attitude of sustained interest, familiarity with standard library routines and practices, expert counsel in building up the various branches of the book collection, and willingness and ability to stimulate student reading. Regarding each of these Miss Johnson made helpful suggestions to the librarian, whose obligations to the faculty she also made clear.

In the discussion of this subject Dr. Johnson, of Stephens College, described some of his devices for getting faculty co-operation and interest in the library. Exhibits of new books are arranged, and classified lists of new books are frequently made and placed in the hands of the faculty members likely to be interested, and annotated lists of magazine articles are printed in the monthly bulletin, which is also available to the students. In the fall, in conference with the faculty or faculty groups, plans for the library both for the coming and the past year are discussed. Dr. Johnson described an experiment which he has made in divisional libraries and told in detail about one for the social sciences, with a librarian in charge who has specialized in that subject.

In a paper entitled "Some Challenges for the Junior College Librarian," Dr. George W. Rosenlof, direc-

tor of Secondary Education and Teacher Training, Nebraska, presented four points for consideration: (1) the economic crisis, about which we can do little but maintain our ideals and perhaps resort to publicity; (2) ignorance, and its accompanying disinterestedness upon the part of our educational administrators and leaders; (3) standards, their importance and our need to continue studying them; and (4) the librarian's own failure to make the most of her resources in equipment of the library, personnel administration, and effective cultural and instructional service.

At the second meeting, Miss Ermine Stone, Sarah Lawrence College, Bronxville, N.Y., discussed "Criteria for Measuring the Quality of a Book Collection in a Junior College Library." [Miss Stone's paper will appear in a later issue of the *Journal*.]

"Contemporary Fiction for the Junior College Library," a paper read by Mr. Algy S. Noad of the English Department of McGill University, was particularly interesting because it represented the point of view of the instructor. Wittily but seriously it advocated, for student choice in fiction reading, a policy of laissez-faire rather than guidance. Mr. Noad would also have the junior college library pay rather more attention, in selecting current novels for purchase, to the various prize novels of Europe and America and to the choices of book-of-the-month clubs than to the recommendations of college professors.

Miss Fay Tunison, Long Beach Junior College, Long Beach, California, was selected as chairman for the next meeting.

HARRIET BOSWORTH DAVIES, *Secretary*
PINE MANOR JUNIOR COLLEGE
WELLESLEY, MASSACHUSETTS

CONVENTION OF PHI RHO PI

The Kansas Epsilon chapter at Independence Junior College was host to the sixth national convention of Phi Rho Pi, March 29-31. Seventeen chapters were represented. With over one hundred fifty delegates and guests enrolled, the attendance was by far the largest in the history of the society. Separate tournaments were held for men and women in debate, oratory, and extemporaneous speech.

Thirty-one debate teams were entered, ten of which were women's teams. The query debated was, "*Resolved*, That the powers of the President of the United States should be substantially increased as a settled policy." George Bangs and Abraham Kaplan, Duluth Junior College, won the national championship in debate, defeating Dee Bramwell and W. J. Beus of Weber College, Utah. The champions went through the tournament without defeat. Frances Davis and Marjorie Hornbaker of Hutchinson, Kansas, were victorious in the women's division. They won over Helen Gibberson and Elizabeth Goetchius of Virginia Intermont College, Bristol.

In a field of sixteen contestants, William Kandt of Independence placed first in men's oratory. George Bangs of Duluth came second and Claud Simmons, Jr., Independence, third. George Bangs also won first place in men's extemporaneous speaking. Jack Campbell of Hutchinson placed second and Maurice Atkinson of Long Beach, California, third. Miriam Sunshine, Los Angeles, won the championship in women's oratory, with Edith Thompson of Independence placing second and Frances Davis, Hutchinson, third. Elizabeth Goetchius, Virginia Intermont, won the championship in women's extemporaneous speaking. Frances Davis and Marjorie Hornbaker of Hutchinson placed second and third, respectively.

The convention was honored by the

attendance of noted leaders in the speech field. Dr. T. M. Beaird, chairman of the debate committee of the National University Extension Association, was guest speaker at the banquet and served as critic judge. Dr. Geo. R. R. Pflaum, past national president of Pi Kappa Delta, was fraternal delegate from the senior forensic society. Professor Rolland Shackson, national founder of Phi Rho Pi, was present. Dr. Reese Marsh, head of the English Department of Southwestern College, Professor G. A. Kuhlman, St. John's College, and Reverend Harold Humbert, Independence, rendered valuable service as critic judges.

At the annual business session, Maude E. Ramm, chairman of the charter committee, reported that nine new chapters had been established during the past year in the following junior colleges: Elkader and Muscatine, Iowa; Arkansas City and Eldorado, Kansas; Wingate, North Carolina; Nash and Rio Grande, Ohio; Southern State Normal, South Dakota; Weber College, Utah.

The following officers were elected for 1934-35: national president, Roy C. Brown, Virginia Intermont College; first vice-president, Maude E. Ramm, Duluth Junior College; second vice-president, William J. Griffin, Independence; secretary-treasurer, Mrs. Sylvia Barnes Mariner, Oklahoma City; student representative, William Curtis, Arkansas City. It was voted to hold the 1935 convention with the Virginia Alpha chapter at Virginia Intermont College, Bristol, on the Tuesday, Wednesday, and Thursday just preceding Easter.

ROY C. BROWN
National President

VIRGINIA INTERMONT COLLEGE
BRISTOL, VIRGINIA

CALIFORNIA CONFERENCE

In delivering the keynote address at the annual Junior College Conference

held at the University of California at Berkeley, July 5-6, 1934, Miss Grace V. Bird, president of the California Junior College Federation, stressed the dual obligation of the junior college to the student and the state. To satisfy the individual, the school must equip him adequately for occupational competence, she said. Such preparation will go beyond training for mere skills to educating for character. The junior college and the employer should cooperate in devising a practical acknowledgment of evident power in permanent values. To satisfy the state, the junior college should afford the individual means to secure and to maintain physical and mental health for himself and coming generations. The welfare of the state demands that each person be able to achieve a reasonable standard of living through knowledge, skills, habits, and attitudes leading to economic competence. The state wants citizens dedicated to its ideals and furnished with the capacity and the will to participate in the common life of the community. Finally, the junior college must be alert to discover and nourish the cataloguer of truth and the person of creative mind.

Of general interest was the discussion led by Miss Bird on "Increasing the Contribution of All Junior College Courses to Social Intelligence." Instructors described classroom procedures to promote social intelligence among students. Special comment is merited by the curriculum for social intelligence at Bakersfield Junior College, where the students are set problems comparable to situations outside the school. Based on data collected and on lectures attended, solutions are presented in essay form.

From studies made at Stanford University, Dr. Gilbert Wrenn gave suggestions regarding the junior college transfer. When the student reaches the university, he is new in every sense of the word and requires help over a considerable period of time. His orien-

tation would be materially aided if he had received practice at the junior college in taking notes and following lectures. The majority of transfer students designate economics their hardest subject and attribute their difficulty to lack of an ample background. Stanford is meeting problems of junior college transfers by: (1) reserving space in dormitories; (2) administering reading tests; (3) offering reading and study-habits courses; (4) using "personal information blanks"; (5) sending letters of welcome; (6) holding pre-registration meetings; (7) employing transfer guides.

Mr. Charles Morris, dean of San Mateo Junior College, and Dr. D. G. Baker, principal of Modesto Junior College, elaborated on the needs of their institutions.

By her conception of its duties, responsibilities, and opportunities, Miss Belle Coolidge, of Sacramento Junior College, exalted the position of dean of women. Her goal is the prevention of human waste and the conservation of human strength.

Dr. Parker, dean of Taft Junior College, summarized Dr. J. E. Williams' "Progress Report on a Study of the Semiprofessional Curriculum" at the Los Angeles Junior College," demonstrating the worth of the non-academic courses at that institution.

Walter Hepner, chief of the State Division of Secondary Education, advocated a core curriculum teaching the student to deal successfully with things, ideas, other persons, and himself.

Enthusiasm was aroused by Dr. Eurich's outline of the rehabilitation program at the University of Minnesota. A "General College" corresponding to the two-year junior college has been established on the campus. As at Oxford University, graduation depends solely on accomplishment in a set of examinations covering the pupil's fields of study.

With inimitable humor, Dr. F. W. Thomas of Fresno Junior College cited

"travel statistics" to persuade non-members to join the Western Association of Colleges and Secondary Schools.

The Conference was the third annual one devoted to junior college problems, organized by Dr. Merton E. Hill, of the University of California. The 1932 and 1933 conferences were held at the University of California at Los Angeles.

BERNICE COLTON

SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA

NORTHERN ILLINOIS CONFERENCE

The Faculty Conference sponsored by the Northern Illinois Junior College Conference was held at La Grange Junior College, May 19, 1934. The principal feature of the meeting was an address by Dr. Leonard V. Koos, of the University of Chicago, "Some Experimental Reorganizations Involving the Junior College."

The meeting was well attended—about 125 members of the various faculties being present. The round table method was used at the section meetings following Dr. Koos' significant address, with such success that those present requested its continuance. The next (second) conference will be held Saturday, December 8, 1934, as it was decided that an autumn conference would be more valuable than a conference coming at the end of the year.

Ten sections were organized as follows: science, social science, education and psychology, mathematics, English, foreign language, debate coaches, deans of women, music directors, and administrative officers.

WALTER B. SPELMAN, *Secretary*

MORTON JUNIOR COLLEGE
CICERO, ILLINOIS

NORTHERN ILLINOIS STUDENTS

Eighty-five students from the ten junior colleges of the Northern Illinois Junior College Conference met at Joliet, Illinois, on Saturday, April 14, 1934, for their first student conference.

The idea of such a conference really originated in 1932, when two of the junior colleges, La Grange and Morton, exchanged assembly programs, each program being presented by students. The attitude and interest aroused by this and subsequent exchanges equaled the enthusiasm of intercollegiate athletics. Consequently, early in January 1934 the student government officers of eight junior colleges held an informal conference at Morton Junior College; and this was followed by a general student conference on extracurricular activities at Joliet Junior College where Dean I. D. Yaggy acted as host.

The program consisted of two general sessions featured by a musical program, a one-act play produced by Joliet Junior College students, and an oratorical contest; and a valuable group of eight section meetings devoted to the following topics: publications, musical organizations, special subject clubs, public speaking clubs, curriculum clubs, student council organizations, athletic associations, and assembly program committees.

Significant types of discussion were revealed in the reports of the several chairmen. The publications group questioned the policy of advertising in annuals; and suggested educational themes as fitting. They discussed methods of financing student papers and the necessity of caution in articles and editorials due to political factors in local school-board situations. The music representatives urged more concerts and suggested a junior college musical festival.

While marked by a wide variety of ideas, the meeting of the curriculum club students favored more club news in the college papers, more field trips, and the organization of international relations clubs. They asserted that students often joined too many clubs.

The speech group criticized the judging method for debates, suggested better correlation between the public speaking and the debating groups, and approved strongly the idea of dra-

matics and the little-theater movements.

Perhaps most vital were the points brought up by the student council groups. Elections, dissemination of news to the student body, activity fees, social life, cost of diplomas and caps and gowns, intramural contests, assemblies—showed the close relation of student administration and faculty administration. Lack of turn-out for elections, student-body inertia, smoking at dances, cap and gown as a racket, need of more participation in intramural contests and less watching of intercollegiate ones, and the interchange of assemblies—all these gave the deans something to consider.

The athletic group of men asked that some insurance method be adopted for defraying the costs of medical attention to the injured athletes—perhaps a common junior college insurance fund. They demanded a more thorough and extensive intramural athletic program. The women also urged intramural contests, requested a junior college standard point-system, and approved "Play Day."

The assembly leaders questioned the frequency of weekly meetings, urged good programs, recommended open forums, and pointed to the excessive "cutting."

WALTER B. SPELMAN, *Secretary*

MORTON JUNIOR COLLEGE
CICERO, ILLINOIS

MICHIGAN ASSOCIATION

The spring meeting of the Michigan Association of Junior Colleges was held at the Michigan State College, East Lansing, on May 4, 1934, under the presidency of W. S. Shattuck, of Flint Junior College.

The following were represented at the various sessions: Department of Public Instruction, 1; Michigan State College, 6; University of Michigan, 4; Bay City Junior College, 1; Flint Junior College, 1; Grand Rapids Junior College, 2; Highland Park Junior College,

1; Jackson Junior College, 1; Muskegon Junior College, 2; Port Huron Junior College, 2; total, 21.

Dean McKenzie, Port Huron, gave the committee report on the use in junior colleges of the suggestions in *Bulletin No. 6* of the National Committee on Standard Reports for Institutions of Higher Education. The title of the bulletin is *Suggested Forms for Enrollment Reports of Colleges and Universities*. The general discussion which followed dealt chiefly with the possibility of securing comparable enrollment data each year.

President Shattuck referred to the need of uniformity in reporting per capita costs of junior colleges. Registrar Smith suggested that each junior college secure a copy of the report of the National Committee on Standard Reports, *Bulletin No. 8, Suggested Methods and Forms for Use in Unit Cost Studies in Colleges and Universities*. The bulletin may be obtained from Mr. Lloyd Morey, chairman, at the University of Illinois.

Dr. E. B. Elliott, of the Department of Public Instruction, led a discussion on the certification of teachers, the political science requirements in colleges, and legislation in the special session of the legislature.

Glen O. Stewart, secretary of Student Aid in Michigan, discussed the working of the present plan, stating that work could be continued for one-half of June on the basis of a half-month payroll. He also explained what is being done at Washington in the effort to make further aid available for the next school year.

President Arthur Andrews, Grand Rapids, chairman of a committee of the American Association of Junior Colleges on Federal Aid for Junior Colleges, also discussed the prospects for next year. He considered one of the stronger arguments for granting aid to be the fact that it would keep more young people in colleges and so leave more employment available for older people.

Mr. F. E. Wilcox, of Grand Rapids, gave a report of the meeting of the American Association of Junior Colleges at Columbus, Ohio. He mentioned that the topics emphasized were the development of units of work, the forming of more specific objectives, and better teaching at the junior college level.

Dr. Carrothers discussed the new plan of the North Central Association for accrediting colleges. He pointed out, with the use of a chart, that two institutions that appeared equal by the old plan might be far apart in their rating under the new plan. He suggested that there is need in Michigan of a college association such as exists in Ohio.

The question of membership in the Association by private junior colleges, and the suggestion of an athletic tournament, were laid over for discussion at the fall meeting.

Invitations to hold the fall meeting of the Association were received from Highland Park and Muskegon junior colleges, and from the University of Michigan. It was decided to accept the invitation of the University, the date to be determined by the president of the Association.

GEORGE E. BUTTERFIELD, *Secretary*

BAY CITY JUNIOR COLLEGE
BAY CITY, MICHIGAN

JUNIOR COLLEGES IN NEW JERSEY

The fifth annual report of the New Jersey State Board of Regents submitted February 12, 1934, contains a significant discussion of the need for junior colleges in the state. The following extracts are taken from this report:

In the report of last year a rather full discussion appeared dealing with the relationships which should exist, although not always administratively recognized, between a state's system of common schools and its system of higher education. . . .

The attention of the regents is again called to the junior college since the eco-

nomic emergency and the use of federal funds in helping to meet it have directed popular attention to this institution. Nearly two thousand recent high-school graduates, at least 50 per cent of whom would otherwise have gone to a four-year higher institution, have been enrolled during the past three months in seven junior colleges, located in five counties of the state. These colleges are supported by federal relief funds and are under the authority of the State Relief Director, as emergency projects.

Thousands of other high-school graduates who would attend junior colleges were they to be easily accessible are enrolled as graduate students in the public high schools. Furthermore, thousands of other young people, and the number will increase, are finding it exceedingly difficult, if not impossible, to secure, after high-school graduation, early employment under our economic system. The federal government has recognized this condition and has established the Civilian Conservation Corps with their programs of education. For these potential citizens—our recent high-school graduates—many other types of advanced educational opportunities will need to be provided, if only for the safety of the state itself. Institutions such as the junior college will be primarily concerned with the fuller development of civic and social intelligence. At the same time they will offer many diversified types of work to meet the needs of short-time as well as long-time enrollment. Their enrollments will represent first voters. Such schools will also become the centers of expanding programs of adult education intended for cultural and recreational development. Junior colleges have strategic possibilities that must be capitalized, in the interests of social stability and enlightened citizenship.

It is interesting to note that since its creation the Board of Regents has consistently emphasized the desirability of the early development of junior colleges. It has been proposed that these colleges be progressively established by local or state authorities at convenient centers throughout the state either as separate organizations or as parts of existing institutions. When established, these colleges—supported by tuition fees, the community and the state, or otherwise—were to be regarded, administratively at least, as con-

stituent parts of the State University System.

The conviction that the plan previously outlined for the development of a system of junior colleges is sound in its essential elements has been strengthened by the experience of the emergency institutions already mentioned above and by favorable reactions from numerous groups of interested citizens with whom the university organization has been discussed in detail. The comments of many individuals who have been consulted because of their expert knowledge of this field have been most helpful. The immediate problem will be to amalgamate into the comprehensive plan the promising beginnings now under way. Guidance of the emergency junior colleges has been provided through a "State Supervisory Board of Junior Colleges" appointed by the State Relief Director. The President and the Educational Adviser of the Board of Regents are members of this Supervisory Board.

SOUTHERN CALIFORNIA

Pomona College at Claremont played genial host to the Southern California Junior College Association at its spring meeting, April 21, presenting a series of educational and entertainment highlights which included an address by Dr. Aubrey A. Douglass of the Claremont Colleges; a discussion group further elucidating junior college problems, achievements, and challenges; and demonstration of the famous Foucault Pendulum Experiment at Bridges Auditorium.

Using as his subject, "Liberalizing the Curriculum and Its Relation to the Student and the Higher Institutions," Dr. Douglass discussed at length the history and development, the dangers, values, and possible future of the survey or generalized courses now being given in many junior colleges and lower divisions of universities.

Dr. John W. Harbeson, of Pasadena Junior College, pictured the curriculum reorganization now under way at the University of Chicago, citing its three major characteristics as (1) an effort to simplify the curriculum, (2)

an effort to orient the student in the major fields of learning, and (3) a drastic modification in procedures in carrying out this plan; and sketched briefly the three main philosophic principles underlying the survey course.

Dr. O. Scott Thompson, of Compton Junior College, president of the Association, stressed the importance of building better citizenship, pointing out the crying need for creating a sense of social obligation on the part of the junior college student of today as well as tomorrow. Dr. Ira C. Landis, Superintendent of Riverside Schools, gave a thought-provoking report on the National Junior College meeting at Columbus, Ohio, showing how the indissoluble link between democracy and universal education has been America's salvation during the past years of depression and will continue to be so in the future.

Following luncheon in the impressive Frary Refectory, Dr. Thompson was re-elected to serve as president of the Association for the coming year as was also F. C. Fullenwider, of Fullerton, in the capacity of secretary-treasurer.

Round table sessions were held as follows:

Biology.—Dr. W. A. Hilton, professor of Zoölogy at Pomona College, spoke on the general biology course and its values. New officers were elected as follows: Dr. Edwin D. Woodhouse of Los Angeles Junior College, chairman; Ralph Webb, also of Los Angeles, secretary-treasurer.

Library.—Miss Edna Storr, of San Bernardino, was chosen to serve as chairman of the group for next year. Dr. Frederick J. Weersing, professor of Secondary Education at the University of Southern California, spoke on the subject, "The Place of the Library in the Modern School," showing how, as the library adapts itself to the recent changes in the curriculum, it finds itself on the eve of great expansion—the greatest library expansion

sion in the world, according to his belief.

English.—Speaking on "Humanism and the Literature of the Present," Dr. P. H. Houston, of Occidental College, defined humanism, pointed out certain types of today's literature as (a) naturalism, (b) stream-of-consciousness, and (c) literature of escape (or revolt); and then showed humanism's attitude to these types as being (1) acceptance of the good in them and (2) counteracting of their negative qualities by integration of character and linking with the European tradition. Chosen as chairman for the next year was E. R. Coulson, of Santa Monica; and reappointed as secretary was Miss Dorothy K. Austin, of Compton.

Physical Education.—Walter Scott, director of Physical Education at Long Beach, taking as his subject "Curricular Changes in the Junior College," discussed the aims of physical education and criteria which such activities must provide to satisfy scholastic and popular aims. Unanimously chosen new chairman was Miss Winifred Page, of Glendale.

Home Economics.—Led by Miss Katherine McGorry, of Pasadena Junior College, the round table discussion concerned terminal courses which might be introduced into the home economics curriculum, these courses to be vocational in nature. Miss McGorry told of Pasadena's experiments with four-year curricula leading to positions in commercial foods work, costume design and construction, nursery governess, personnel assistants, recreational leadership, physicians' and dentists' office and laboratory assistants, and commercial design. Chairman and secretary for the new year are, respectively, Miss Martha Kollmansperger and Miss Rowena Taylor, both of Ventura.

Speech Arts.—Five speakers explained how speech arts are answering the challenge of everyday problems. Dean Wesley V. Smith, of Citrus

Junior College, Commissioner of Forensics for the Eastern Division, discussed "Extempore Address"; E. W. Doran, of Los Angeles, "Debate"; Mrs. Esther Litchfield, "Dramatics"; and James C. Scott, of Riverside, "Oratory." The last-named was elected president for the 1934-35 term.

Foreign Languages.—Miss Edith Salmans, of Compton, gave a report stressing these points: need for more publicity on improved language teaching; overformality in language teaching; more lasting values accruing from acquaintance with a country and its people; and need for better understanding between peoples to be built up by foreign-language teaching. Open discussion brought out divergent facts; namely, that language clubs at Pasadena have been discontinued, this work now being done in class, and that programs of French, German, and Italian music have been given to broaden and "boost" the department; that clubs at Los Angeles are regarded as an important part of the work. A bibliography to which every junior college language instructor in the Southern California Conference is asked to contribute is to be prepared and distributed by Miss Kathleen Loly, of Pasadena, and Miss Frahm. Meyer Krakowsky, of Los Angeles, was elected chairman and Lela B. Watson, of Santa Ana, secretary.

Journalism.—"A Query for the College Press" was read by Robert E. Harris, head of the journalism department at Los Angeles. He presented some of the serious problems facing the college publications today, especially that of how much freedom the student press should or should not have; its need to steer between conservatism and radicalism; and its method of answering the demand for interpretive reading. The general public wants more interpretive reading today than in many years; is turning back to the editorial page again, to the weekly magazine or radio commentator; while the trend in the college

magazine is away from the comic back to the literary. Miss Mabel Stanford, of Chaffey, heads the group for the coming year and Miss Mabel C. Trail, of Long Beach, will serve as secretary-treasurer.

Music. — This meeting centered around presentation of definite data from the University of California at Los Angeles and at Berkeley concerning acceptance of junior college music courses. Dr. Cykler, of Los Angeles Junior College, reported a committee discussion with Mr. Stearns, of the University, of the "difficulties of adjusting junior college curricula to the two state universities whose programs vary quite widely." A letter from Dr. Merton E. Hill gave exact information as to music course credits and requirements at Berkeley. New officers include: Edith Hitchcock of Long Beach, president; L. P. Claussen of Los Angeles, vice-president; Mrs. Lyllis D. Lundkvist of Compton, secretary; and Miss Lula C. Parmley of Pasadena, treasurer.

Business Education. — Roland W. Stead, executive secretary of the Old Baldy Automotive Trades Association, explained the workings of the NRA code as applied to his industry, giving instances of its operation and describing benefits derived by both dealers and public. Miss Glee Duncan, of Long Beach, was selected as chairman for the coming year.

HAZEL G. LONG

PASADENA JUNIOR COLLEGE

GOLDEN ANNIVERSARY

A week of colorful exercises marked the Golden Anniversary celebration of Virginia Intermont College, May 19-23. Outstanding denominational leaders and educators brought a series of public addresses of a superior quality, and it was a significant coincidence that, although the speakers had chosen their subjects independently, the dominant theme running through all the speeches was the Christian ideal of

education — "Education for Public Helpfulness."

Dr. George T. Waite, executive secretary of the Baptist Board of Missions and Education of Virginia, preached the Baccalaureate sermon, taking as his subject, "Life's Master Passion." Dr. Raymond B. Pinchbeck, dean of the University of Richmond, and Superintendent B. D. French, of the Washington County Schools, Virginia, were the speakers on the Golden Anniversary program, speaking on the "Changing College" and "Education in This New Era," respectively. Dr. Francis P. Gaines, President of Washington and Lee University, delivered an eloquent address to the graduating class, making a particular point of the recent shift in the emphasis of education from the idea of enabling one to make money to that of equipping one to render helpful public service.

Following Dr. Gaines' address, President H. G. Noffsinger awarded diplomas to one of the largest graduating classes in the history of the college. There were 106 graduates, 88 of whom were from the junior college and 18 from the high-school department.

Most notable of the commencement features was the historical pageant, "The Growth of Intermont," written by Miss Marguerite Pflug, dean of the faculty, and produced under the direction of dramatics, music, and physical education departments. Over a hundred students, a number of them children and grandchildren of graduates of Intermont, participated in the pageant, which was witnessed by over a thousand spectators. Nine episodes depicted epochal stages in the school's history, from its founding by Dr. J. R. Harrison in 1884 at Glade Spring, Virginia, to the present time.

President Noffsinger's annual report to the Board of Trustees was a topic of much favorable comment. The report showed a total enrollment of 393 for the session, representing 26 states and one foreign country, Argentina. The financial condition of the college,

the report showed, is unique among colleges these trying times. According to a recent audit, the college was not only out of debt but had a comfortable bank balance, after having paid all salaries and bills for the year and having made improvements running into several thousand dollars. The total assets of the college, the audit showed, amount to nearly a million dollars, of which \$165,000 is in endowment.

In order to meet growing needs of the college, President Noffsinger recommended to the trustees a building program, to be launched as soon as funds are available, to include the construction of a new library building, \$50,000; a fine arts building, \$25,000; and a new chapel, \$50,000. He also recommended that an effort be made to add at least \$175,000 to the endowment fund within the next ten years.

The homecoming of many alumnae was one of the happiest features of commencement. From nearly all the classes, dating as far back as 1894, the graduates came, the farthest coming from Toronto, Canada. The alumnae luncheon and business meeting, held at the First Baptist Church, took the form of a grand reunion, while a colorful banquet at the college was a joyful social occasion. Alumnae officers elected for the coming year are Mrs. Roy C. Brown, Virginia Intermont College, president; Mrs. H. C. LeSeur, Wallace, Virginia, vice-president; Miss Mary Rebecca Gillespie, Virginia Intermont, secretary; and Mrs. Robert Pennington, Bristol, Virginia, treasurer.

H. G. NOFFSINGER, *President*

"UN SOUND SCHOLARSHIP"

In the discussion of "Unsound Scholarship in Literature Tests" which appeared in the February issue of the *Junior College Journal*, it would look to a disinterested observer as if Dr. Cooper had somewhat the better of the argument. The reply by Mr. Shepherd (p. 249), in which he states that

Dr. Cooper presents only "opinion" and fails to give any "evidence," is far from convincing because the major portion of Dr. Cooper's article is taken up with the presentation of "evidence," and very good evidence at that. Mr. Shepherd probably means that Dr. Cooper did not present statistical evidence, and this, of course, is true. The evidence presented is of a logical nature and is, for thoughtful persons, probably sufficient to show that statistical evidence is not needed. It might prove to be a considerable waste of time if the attempt were made to gather it.

The reply by the authors of the Stanford Test seems to be more to the point because it brings out the fact that the tests are designed solely to indicate whether or not the student is able to say what is the consensus of teachers and textbook writers regarding the various questions included.

It would seem, however, that a very important point regarding objective tests has been missed by all parties taking part in the discussion. Since the tests are actually designed to measure the students' knowledge of the opinion (assuming that we are justified in using the singular) of the teacher and the assigned authors, there should be a statement on the test itself, making it perfectly clear to the student that he is to use such a basis for his judgments. Otherwise, the student is entirely justified in using his own judgment as to literary merit, or whatever else is wanted, and, as Dr. Cooper has shown, there is plenty of opportunity for differences. Until the bases for the opinions are known there is no way for the examiner to say whether given responses are right or wrong.

Dr. Cooper says in one connection, All would be well were not the categories somewhat overlapping and were not literary classification a matter of critical judgment. A student who had merely read *about* the novels might not have much trouble; the student who had ac-

tually read some of them thoughtfully might be confused (p. 242).

These two statements are certainly true; and it is only in so far as the student is made to realize, when he takes the test, that he is expected to pass judgment on the basis of some objectively stated opinion that the examiner will be justified in marking a given response as right, or the "best" response, and all other responses as wrong. So long as standardized tests of the "objective" type fail to state the bases upon which the students are to make judgments, just so long will criticism such as Dr. Cooper's be perfectly valid.

Any intelligent individual knows that when called upon to pass a judgment he must look into the conditions surrounding the judgment and the bases upon which the judgment is to be made. The makers of standardized objective tests have persistently failed to recognize this fact, and the makers of the tests under discussion are apparently no exception. Perfect frankness and candor in this respect may, of course, bring us more quickly to see some of the inadequacies of objective tests. But this may be all to the good.

ERNEST E. BAYLES

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UNIVERSITY OF KANSAS
LAWRENCE, KANSAS

CRANE JUNIOR COLLEGE

OFFICE OF THE MAYOR
CITY OF CHICAGO
March 12, 1934

Mr. D. S. Campbell
Secretary, The American Association
of Junior Colleges
Nashville, Tennessee

DEAR MR. CAMPBELL:

Thank you very much for your letter of March 8th, in which you enclose the resolution regarding Crane Junior College.

Everything possible has been done to keep a maximum number of schools

open in Chicago. At the same time, the Board of Education was faced with the stark necessity of effecting certain economies because of a lack of money with which to permit them to go on unhampered.

In accordance with your suggestion, I am sending your letter and resolution to the Board of Education with the request that the Board give the matter its earnest consideration. We are now making effort to continue with the kind of education you suggest.

Sincerely yours,

(Signed) EDWARD J. KELLY, Mayor

ERIE JUNIOR COLLEGE

The Erie Junior College of the University of Pittsburgh was established in September 1928. For the five-year period that terminated last year 507 regular students were admitted to the junior college besides a much larger number of part-time students who have pursued work in late afternoon, evening, and summer classes. Of the total number 208 have transferred to 47 different colleges and universities to continue their education. Out of the whole group of 507 students over the five years, 217 have discontinued collegiate work. The remainder, or more than 60 per cent, either have graduated or were attending college last year. Another fact worthy of note is that out of 208 students who have transferred out of Erie, only fifteen dropped out before completing their work and these chiefly for reasons of health and finance. On the other hand, slightly more than one in six of the students transferring from Erie Junior College received academic honor recognition at the time of graduation, although the usual record of honors is about one in ten graduates.

Judging the New Books

WALTER GREENWOOD BEACH, EDWARD EVERETT WALKER, *American Social Problems*. Stanford University Press, Stanford University, California. 1934. 383 pages.

The authors' purpose is to present in an interesting and challenging manner a survey of American social problems as they exist today in order that the adolescent citizen may be led to observe, to study, to discuss the facts and conditions, and to offer satisfactory explanations. They essay the thesis that youth set free (psychologically, socially, and intellectually) can make a new world; "that we can make of our American society what we want it to be." This assumption, however, they hasten to point out, "depends upon how farsighted we are and upon the willingness of our citizens to give freely of their time and thought to public affairs."

The book is divided into three parts. The first part gives the student the psychological and sociological bases for determining how we "get that way" individually and collectively. In the second part of the book, ten outstanding social problems in contemporary American life furnish the data for study, research, and discussion. Society's institutions and their problems thus become the laboratory for study and experimentation. Chapters five to fourteen, therefore, offer the young citizen interesting and challenging problems on (1) population, (2) rural and urban life, (3) the immigrant, (4) the negro, (5) health and

recreation, (6) employment, (7) the family, (8) child welfare, (9) poverty and old age, and (10) crime. Though other contemporary social problems might have been included, no one can object to the ten vital problems so ably presented.

Finally, the authors, with their young citizens, look toward the future. The third part, therefore, asks the question: In the light of the first part of the book, the nature of individual and group life, and the social institutions described in the second part, what shall we do about it? The authors, like Lester Ward, believe that if individuals, with the tools of democracy, science and education, can develop in knowledge and appreciation and work together for societal ends, we shall be able to transform the world. Hence, the three closing chapters deal with the problems of a planned society, predicated upon an educated youth whose life is satisfying, abundant, and intelligent.

Both in organization and materials, the book is sound. It is written in an interesting and challenging style. Each chapter and the entire book have unity. The problems are selected in keeping with the philosophy that our contemporary social institutions must become the objectives of education if the youth are to be prepared to participate intelligently in those social institutions.

For a basic text or a supplementary reference volume, *American Social Problems* is a distinct contribution in this field. With the present emphasis upon contempo-

rary social problems in the upper grades of the high school and junior college, this book, written by two outstanding scholars and teachers, is suitable and timely.

GROVER C. HOOKER

LOS ANGELES, CALIFORNIA

BOOKS RECEIVED

- H. P. ALLEN, *Universal Free Education* (School Economy Series). Stanford University Press. 100 pages.
- A. C. BABENROTH, *Modern Business English*. Prentice-Hall, Inc. 552 pages.
- F. T. BLANCHARD, *The Art of Composition*. Ginn and Company. 770 pages.
- W. G. CARR, *School Finance* (School Economy Series). Stanford University Press. 106 pages.
- J. G. COULTER, *In Freshman Year*. Wm. H. Wise and Co. 248 pages.
- G. E. CROTHERS, *The Educational Ideals of Jane Lathrop Stanford*. Published by the author, San Francisco. 32 pages.
- H. A. DAWSON, *Satisfactory Local School Units* (Field Study No. 7). Peabody College. 180 pages.
- DEPARTMENT OF SUPERINTENDENCE, NATIONAL EDUCATION ASSOCIATION, *Critical Problems in School Administration* (Twelfth Yearbook). National Education Association, Washington, D.C. 383 pages.
- A. A. DOUGLASS, *The American School System*. Farrar and Rinehart, Inc. 491 pages.
- BELMONT FARLEY, *School Publicity* (School Economy Series). Stanford University Press. 118 pages.
- R. L. FINNEY and L. D. ZELENY, *Introduction to Educational Sociology*. D. C. Heath. 341 pages.
- A. FREILICH, H. H. SHANHOLT, and J. P. MCCORMACK, *Fusion Mathematics*, 600 pages; *Intermediate Algebra*, 406 pages; *Plane Trigonometry*, 293 pages. Silver, Burdett and Company.
- J. G. FOULKES and C. E. YOUNG, *Instruction Tests in French*. Houghton Mifflin and Company. 136 pages.
- J. M. GILLETTE and J. M. REINHARDT, *Current Social Problems*. American Book Company. 819 pages.
- H. B. GISLASON, *The Art of Effective Speaking*. D. C. Heath. 492 pages.
- A. T. HENRICI, *The Biology of Bacteria: An Introduction to General Microbiology*. D. C. Heath. 472 pages.
- G. B. HOTCHKISS and C. A. DREW, *Workbook in Business English*. American Book Company. 192 pages.
- O. W. HYATT, *The Development of Secondary Education in Alabama Prior to 1920* (Contribution to Education, No. 118). Peabody College. 168 pages.
- STELLA KRAMER, *A Path to Understanding*. Baker and Taylor Company. 259 pages.
- L. C. LIPPITT, *Hygiene and Home Nursing*. World Book Company. 424 pages.
- ALICE MAGENIS, *Directed High School History Study*. World Book Company. 202 pages.
- R. V. MAGOFFIN and F. DUNCALF, *Ancient and Medieval History*. Silver Burdett Company. 860 pages.
- D. W. MILLER, *Practical Exercises in News Writing*. D. C. Heath. 131 pages.
- A. H. NOYES, *Europe: Its History and Its World Relationships, 1789 - 1933*. D. C. Heath. 698 pages.

Bibliography on Junior Colleges

INTRODUCTORY NOTE.—This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. In Volume I of the *Junior College Journal* 284 additional titles were printed and annotated (Nos. 1601–1884). Similarly Volume II contained 299 titles (Nos. 1885–2183); Volume III contained 230 titles (Nos. 2184–2413); and Volume IV contained 233 titles (Nos. 2414–2646). Both author and subject indices for each year's entries may be found in the final issue of the *Journal* for the year. It is intended to make this Bibliography a complete reference list to all published material dealing with the junior college movement in any of its phases, except that published in the *Journal* itself. References to unpublished dissertations, also, are included as far as possible. Assistance of authors, especially of publications not found in the common national educational journals, is asked in securing the desired completeness and accuracy.

2647. WOOD, JAMES M., "The Stephens College Fiscal Policy," *Journal of Higher Education* (October 1933), IV, 353–55.
 "How is it that Stephens College with limited endowment resources is able to balance its budget for the nineteenth consecutive year when so many endowed colleges are encountering difficulties? The answer to this question is found in the basic philosophy that underlies the fiscal policy."
2648. ZOOK, GEORGE F., "An Educational Program for Relief and Reconstruction," *School and Society* (December 23, 1933), XXXVIII, 813–18.
 Includes a brief discussion of the junior college's place in semiprofessional education under present economic conditions.
2649. ALLEN, W. S., "Survey of Social Science Departments in Southern Baptist Colleges, and Their Contribution to This Subject," *The Review and Expositor* (January 1934), XXXI, 48–65.
 This study includes the 29 senior colleges and 18 of the 21 junior colleges of the Southern Baptist Convention. The data were secured from catalogues and from replies to a letter to the teachers of social science in the colleges.
2650. BADGER, HENRY G., "The Economic Outlook in Higher Education," *United States Office of Education, Circular No. 121* (September 1933), 19 pages.
 Includes detailed data on 31 junior colleges.
2651. BLISS, H. H., "Co-operative Education," *Journal of Engineering Education* (June 1933), XXIII, 769–72.
 Report of successes and difficulties of co-operative work in engineering and in several other fields in Riverside (California) Junior College during the past ten years.
2652. BROWN, ROY C., "Convention Address," *Phi Rho Pi Persuader* (March 1934), VII, 1–8.
 Address of national president at sixth national convention of the honorary forensic society at Independence Junior College, Kansas.
2653. BULLETIN OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS, "University of Michigan Library Extension Service," *Bulletin of the American Association of Collegiate Registrars* (July 1931), VI, 354–79.
 Includes bibliography of 91 titles on the junior college.
2654. BULLETIN OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS, "Section E—Representatives of Junior Colleges," *Bulletin of the American Association of Collegiate Registrars* (October 1930), VI, 176.
 Brief report of the junior college section at the Memphis Convention, 1930.
2655. BULLETIN OF THE ASSOCIATION OF AMERICAN COLLEGES, "The College and Federal Legislation," *Bulletin of the Association of American Colleges* (March 1934), XX, 67–71+.
 Includes a statement from E. E. Cortright on need of federal aid in junior colleges.

2656. CALIFORNIA QUARTERLY OF SECONDARY EDUCATION, "Dr. William Henry Snyder," *California Quarterly of Secondary Education* (June 1934).
Sketch of the life of the retiring head of Los Angeles Junior College.
2657. CHARTERS, W. W., "The Stephens College Program for the Education of Women," *Stephens College Bulletin, Education Service Series*, No. 1, Columbia, Missouri (December 1933), 63 pages.
"A survey of the educational policies of the College, together with an explanation of the changes which have been effected or which are now in process as a result of studies which have been carried on. The report does not present detailed and specific data on individual studies. The purpose is rather to give a comprehensive survey of the complete program of training so that each undertaking may be seen in its proper relationship to the college policy as a whole." To be reviewed in a later issue of the *Journal*.
2658. COOPER, CHARLES W., and ROBINS, EDMUND J., *The Term Paper: A Manual and Model*, Stanford University Press, Stanford University, California, 1934, 40 pages.
Based upon work with freshman students at San Bernardino (California) Valley Junior College. "The use of the pamphlet improved the form, structure, substance, and integrity of the students' term papers."
2659. DENMARK, ANNIE D., "A Practical Attitude for Baptist Colleges towards Modern Trends in Social Life," *The Review and Expositor* (January 1934), XXXI, 21-31.
Contains considerable illustrative material from Anderson College, South Carolina.
2660. ELLIS, BYRON E., "Pedagogical Fusion," *California Quarterly of Secondary Education* (June 1934), IX, 314-16.
Discussion and evaluation of the fusion of cultural and vocational education at Los Angeles Junior College.
2661. ERIE JUNIOR COLLEGE, *The First Five Hundred*, Erie Junior College, Erie, Pennsylvania, 1934, 19 pages.
A pamphlet which informally describes the Erie Junior College of the University of Pennsylvania and presents its history for the first five years of its operation during which 507 students were admitted for regular work. Includes a directory of 104 students who obtained college degrees after leaving Erie.
2662. FOSTER, FREDERICK M., "Every Curriculum a Social Intelligence Curriculum," *California Quarterly of Secondary Education* (June 1934), IX, 327-30.
Suggests that all occupational curricula should involve a semester proportion of 4:10:2 hours of subjects which might be classified respectively as social intelligence, tool, and general culture subjects.
2663. GINSBURG, ISIDOR, "Junior Colleges Make Huge Gains," *New York Times* (July 16, 1933).
General progress of the movement and its significance for different parts of the country.
2664. GREENLEAF, WALTER J., "Higher Education in 1934," *Journal of Higher Education* (February 1934), V, 61-65.
Includes discussion and data on 349 junior colleges listed in the Directory of the United States Office of Education.
2665. GREENLEAF, WALTER J., *The Cost of Going to College* (United States Office of Education, Pamphlet No. 52) (1934), 24 pages.
Includes data from 150 public and 187 private junior colleges.
2666. HARDESTY, CECIL D., *Problems and Practices in Housing the Junior College Program in California*, University of Southern California Education Monographs, 1933-34 Series, No. 3, Los Angeles, California (1934), 167 pages.
This book is based on an analysis of the junior college situations in California. The study includes a careful survey of the stated aims and functions of the junior college, the curricula actually offered, the size of classes taught, and the relation of these and other factors to the housing problem. Data were obtained by means of a field study of the housing problems actually confronting junior colleges ranging in enrollment from 29 to nearly five thousand students. Published form of the author's doctoral dissertation at the University of Southern California (see No. 2601).

2667. HARRIS, ROBERT E., "A Query for the College Press," *The Scholastic Editor* (June 1934).
Discussion by chairman of the publications department of Los Angeles Junior College. Also available as an eleven-page reprint made at request of the Southern California Junior College Journalism Advisers' Association and obtainable from the author.
2668. HAYES, MARGARET A., "Problems Met in Organizing a Physical Education Program for Women in a Municipal Junior College," New York City, 1933, 59 pages, 24 tables, 5 figures.
Unpublished Master's thesis at Teachers College, Columbia University.
2669. HIERONYMUS, WILLIAM P., "The Educational and Vocational Plans of Junior College Students, with Special Reference to the Curriculum," Lincoln, Nebraska, 1934.
Unpublished doctoral dissertation at the University of Nebraska. This study seeks to ascertain to what extent the junior college is fulfilling its avowed functions, more particularly to what degree it is, by means of its curriculum offerings, meeting the needs of its students as revealed by their educational and occupational plans. The data consist largely of questionnaire responses received from 4,598 students in 68 junior colleges scattered over the country. One or more articles based upon it are planned for subsequent publication in the *Junior College Journal*.
2670. HOCH, IRENE CHILDREY, "Aims of Speech Training in the Junior College," *Quarterly Journal of Speech* (June 1933), XIX, 369-74.
Discussion of differentiated aims for preparatory, terminal, and professional students.
2671. HUTCHINS, ROBERT M., "The Educational Function of New England," *School and Society* (August 25, 1934), XL, 233-41.
Includes a consideration of the significance of the junior college under changed economic conditions.
2672. HUTCHINS, ROBERT MAYNARD, "Hard Times and the Higher Learning," *Yale Review* (June 1933), XXII, 714-30.
Discusses place of junior college in higher education. Advocates abolition of freshman and sophomore work in all true universities.
2673. INDEPENDENCE JUNIOR COLLEGE, *Ink-anquil* 1933, Independence, Kansas, 1933, 58 pages.
College annual, published by the students of Independence Junior College.
2674. JOHNSTON, RUSSEL R., "Speech Activities in Junior College," *Quarterly Journal of Speech* (June 1933), XIX, 375-79.
Paper presented at 1932 National Convention of Teachers of Speech. Discusses desirable methods in debating, oratory, and dramatics.
2675. JOHNSTON, JOHN B., "The Junior College of the University of Minnesota," Provision for the Individual in College Education (W. S. Gray, editor), *Proceedings of the Institute for Administrative Officers of Higher Institutions*, 1932, Chicago, Illinois, pages 109-21.
A general description of plans for the new organization.
2676. JONES, EDWARD S. (editor), *Studies in Articulation of High School and College, with Special Reference to the Superior Student*, University of Buffalo Studies (1934), IX, 319 pages.
Detailed reports on series of experiments at the University of Buffalo. Foreword by Chancellor S. P. Capen discusses significance of the junior college in educational reorganization.
2677. KELLY, ROBERT L., AND ANDERSON, RUTH E., "The Extent of the Divisional Development of the Curriculum," *Bulletin of the Association of American Colleges* (December 1933), XIX, 418-24.
From a catalogue study of 676 institutions of higher learning it is found that 136, or about 2 per cent, indicate a more or less formal curriculum organization on the junior college-senior college basis. Includes some discussion of the effect of the junior college as a separate institution on curriculum development.
2678. KLEIN, ARTHUR J., "Higher Educational Surveys, 1922-24 and 1924-26," *Biennial Survey of Education 1924-26*, United States Office of Education, Bulletin No. 25, Washington, D.C. (1928), pages 391-409.
Contains discussion of recommendations for a system of junior colleges in the Massachusetts survey (398-401).

2679. KNOFF, HOLLIS, "The Junior College Library," *California School Library Association Bulletin* (February 1934), VI, 4-5.
- Discusses the use of the library by three classes of students, those preparing for the university, those taking terminal courses, and "those merely marking time because they have nothing else to do."
2680. LANE, DAVID A., JR., "The Junior College Movement among Negroes," *Journal of Negro Education* (July 1933), II, 272-83.
- A careful determination of the present number and location of all negro junior colleges in the country, and detailed information regarding 19 in ten states. Also treats growth of the movement, aims of the colleges, tuition fees, and faculty training.
2681. LEMOYNE COLLEGE, *LeMoyne College: A Five Year Review, 1929-1933*, Memphis, Tennessee, 1933, 26 pages.
- Includes a section on "LeMoyne as a Junior College."
2682. NATIONS SCHOOLS, "On Establishing State Supported Junior Colleges in Wyoming," *Nations Schools* (January 1930), V, 24.
- Excerpts from junior college committee of the Wyoming State Teachers' Association.
2683. OSUNA, PEDRO, and BLOOM, W. S., *Some Facts Concerning Marysville Union High School and Yuba County Junior College Districts*, Marysville, California (1933), 71 pages (mimeographed), 50 tables, 14 figures.
- A special report prepared at request of the board of trustees, giving extensive information regarding the educational program, the business administration, and school costs. "It is to serve as a source of information, and no attempt has been made to evaluate any of the materials."
2684. P.E.O. RECORD, "Florence E. Bohemer, Ph.D.," *P.E.O. Record* (August 1933), XLV, 16-17.
- Sketch of the life and educational career of the new president of Cottey College, Missouri.
2685. PHI RHO PI PERSUADER, "Proceedings of the Sixth National Convention," *Phi Rho Pi Persuader* (June 1934), VII, 1-34.
- Contains a detailed account of the convention held at Independence Junior College, Kansas, and a review of the activities of the society for the year. Articles by J. D. Welsch, Sylvia D. Mariner, W. P. Rayner, T. M. Beaird, Maude E. Ramm, P. M. Larson, Dorothy McCuskey, Gertrude Huntley, E. W. Doran, L. H. Monson, E. R. Stevens, Abe Kaplan, Jack Yancey, F. J. Prochaska, Rolland Shackson, and Emma C. Dumke.
2686. REEVES, F. W., and OTHERS, *The University of Chicago Survey* (1933), I-XII, 3150 pages, 505 tables, 340 figures.
- Contains numerous references to junior college work at the University, and considerable discussion of work of transfers from independent junior colleges to the University in Volume V. For review, see *Junior College Journal* (February 1934), IV, 276-78.
2687. SCHMIDT, AUSTIN G., "Junior College Curriculum," *Loyola Educational Digest* (December 1933), No. 1958.
- A digest of "Adjustments in the Junior College Curriculum," by W. C. Eells, in *Junior College Journal*, May 1933.
2688. SCHOOL REVIEW, "Present Opportunities of the Junior College," *School Review* (May 1934), XLII, 324-27.
- Reprint in full of editorial by George F. Zook in *Junior College Journal*, March 1934, and extract from J. J. Oppenheimer's address before Department of Secondary School Principles, "Some Problems Confronting the Junior College Movement."
2689. SEAY, MAURICE F., "Nepotism in the Schools," *School Review* (February 1934), XLII, 81-85.
- Based upon questionnaires from 1,297 students in a junior college, a liberal arts college, and a state teachers college in Kentucky.
2690. SUMMITT, WILLIAM KNOX, "The Location of Public Junior Colleges in Missouri," Columbia, Missouri, 1933, 298 pages, 38 tables, 37 figures, bibliography of 76 titles.
- Unpublished Doctor's dissertation at the University of Missouri. Formulates a set of criteria and applies them to certain localities in the state to determine the feasibility of establishing junior colleges in them.